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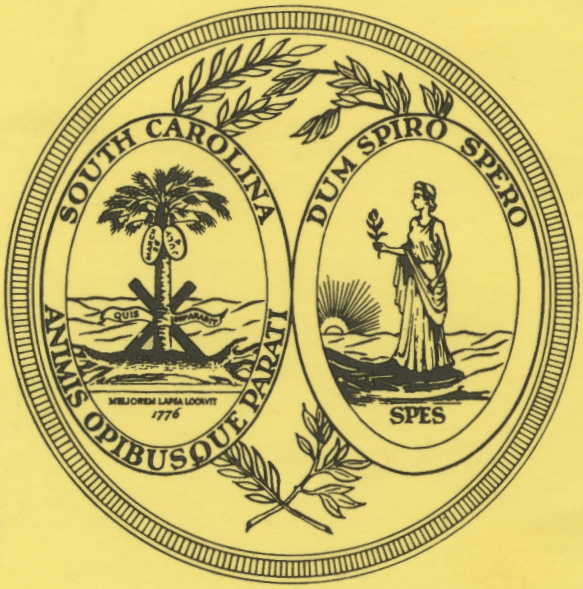
SOUTH CAROLINA STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION



ANNUAL REPORT 1990-1991

Printed Under The Direction Of The
State Budget And Control Board

Introduction

August 1991

To His Excellency, Governor Carroll A. Campbell, Jr., Chairman of the State Budget and Control Board, and Members of the South Carolina General Assembly.

During this past fiscal year, technical education has offered training for South Carolinians seeking career education, profitable job opportunities, and more marketable job skills.

Through South Carolina's internationally recognized technical college system, 203,008 South Carolinians participated in degree, diploma, and certificate credit programs, continuing education, community service, restricted state and federal programs, and Special Schools training.

Through our operating budget of $164,319,517.00, Tech supported career and continuing education at the sixteen technical colleges, Special Schools for new and expanding industry, continued cooperation with the State Development Board to recruit industry, and initiated or expanded job training programs.

Tech continues on its mission to train citizens for careers and known job opportunities. Tech will continue to offer career education and job training, expand our programs to meet the growing demands of industry, entrepreneurial development, and business in South Carolina.

Sincerely,

P. Henderson Barnette

P. Henderson Barnette
Chairman

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1990-91
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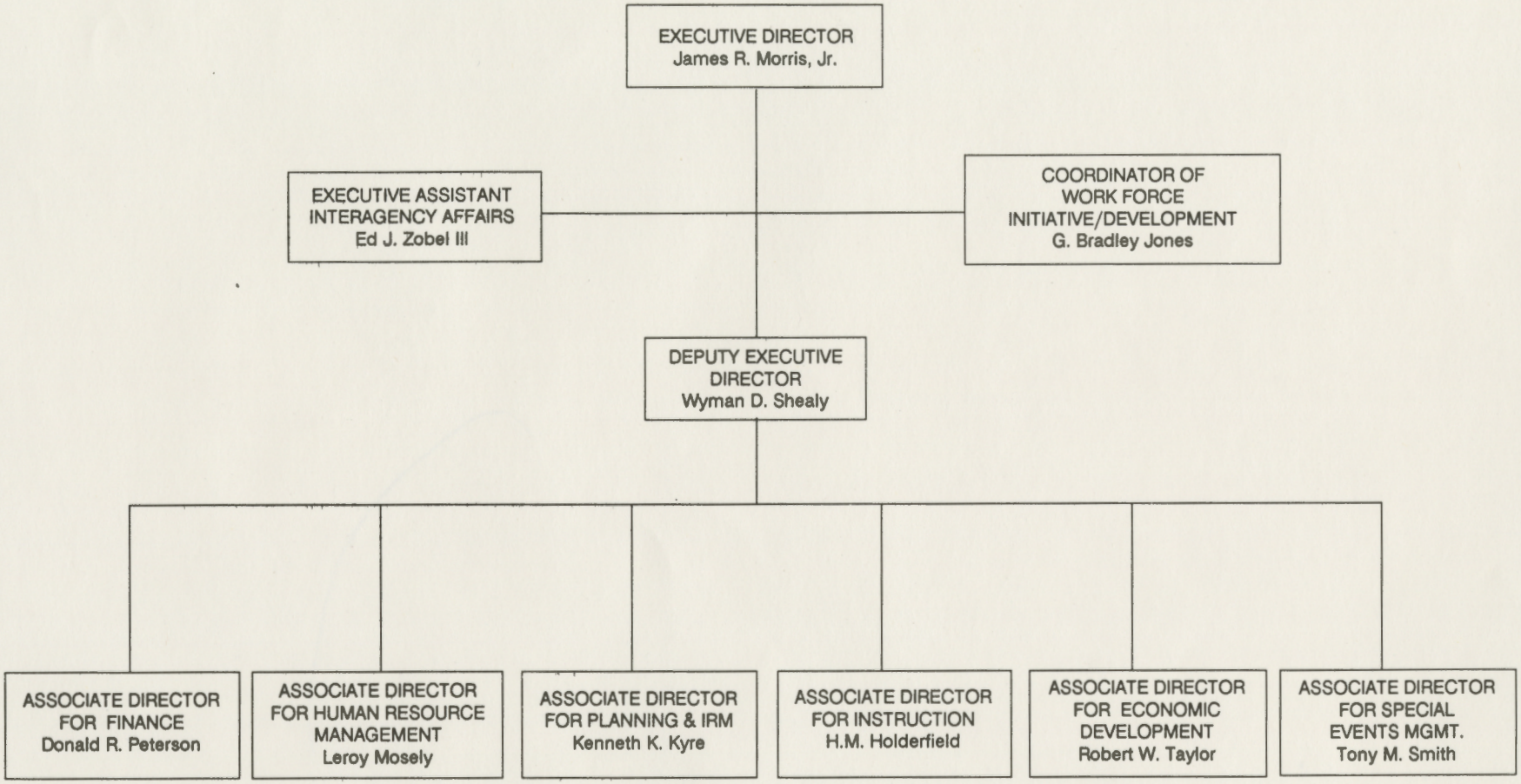
STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
EXECUTIVE STAFF ORGANIZATIONAL STRUCTURE



HISTORY OF TECHNICAL EDUCATION IN SOUTH CAROLINA

An agrarian economy, out-migration of young people and lack of industry challenged South Carolina leaders in the early 1960's.

Gov. Ernest F. Hollings believed South Carolina's chance of solving these problems was in its most valuable resource-the people. Hollings named a Joint Legislative Study Committee of three senators and three representatives. The Senators were John C. West (chairman), Marshall Parker and William C. Goldberg. Representatives were Robert E. McNair (vice-chairman), Floyd Spence and Rex L. Carter. The study and subsequent recommendations made by this committee, which later became known as the West Committee, resulted in one of the most significant pieces of legislation in South Carolina's history.

The West Committee's specific recommendations regarding technical training (outside the existing high school program) fell into two main categories:

1. A crash program to provide immediate training for established industries and for particular industries; and
2. A technical training program to train high school graduates for initial employment as technicians in industry and to offer trade extension courses for people desiring employment in industry and to those already employed who wanted to improve their skills.

To implement the program it envisioned, the committee recommended that the Governor, with the advice and consent of the Senate, appoint seven persons to serve as "The Advisory Committee for Technical Training." This Advisory Committee would be authorized to recommend the employment of personnel, adequate salaries and reasonable standards for facilities to qualify under the program.

The 1961 General Assembly, guided by the West Committee's recommendations, enacted legislation which authorized the establishment of the South Carolina Advisory Committee for Technical Training. This act provided for eight, rather than seven members, six of the members were appointed by the Governor, each of whom represented one of the state's congressional districts; the State Superintendent of Education and the Director of the State Development Board were ex-officio members. The Act provided for the appropriation of an initial budget of $250,000 rather than the $1,000,000 recommended.

The original South Carolina Advisory Committee for Technical Training included: Chairman O. Stanley Smith, Jr. of Columbia (district 2); Alvin F. Heinsohn of Charleston (district 1); J. Bonner Manly of Abbeville (district 3); Sapp Funderburk of Greenville (district 4); Clarence Rowland, Sr. of Camden (district 5); J. Boone Aiken of Florence (district 6); Jesse T. Anderson, State Superintendent of Education and Walter W. Harper, State Development Board Director.

One of the Advisory Committee's first actions was to appoint A. Wade Martin as coordinator of technical and industrial training. Martin, former administrator of industrial and technical education for the North Carolina Department of Public Instruction, moved immediately to implement the crash program recom-

mended by the West Committee and mandated by the authorizing legislation. Working in consultation with the State Development Board, Martin and the Advisory Committee planned a program with a high degree of responsiveness to the needs of industry, inherent flexibility and ability to act on short notice, and supported by a centralized equipment depot.

John E. "Jack" Riley, was hired by Martin to head up the Special Schools Program. The first office was in the Development Board offices and then moved to 1321 Pendleton Street in Columbia. In addition to Jack Riley, Paul Weatherly and Norma Buff were early members of the TEC staff.

Once the Special Schools Program was underway, Martin and the Advisory Committee turned their attention to the establishment of the companion program of permanent technical education institutions. Convinced that post-high school technical training could best be served by a system of permanent regional centers, they first delineated the guidelines to be followed in establishing such a system:

(1) Training programs would be based on documented job needs;
(2) The area served would have a minimum annual high school graduation of 3,000 within a 30 mile radius of the center;
(3) The System would consist of a minimum of 13 centers to assure that 95 percent of the population would be within 25 miles of a center;
(4) Sponsoring counties would provide land, suitable facilities, a share of operating costs and local supervision for the centers; and
(5) The state would provide funds for staff and equipment, as well as statewide coordination and required technical support.

The main goal of Martin and the Advisory Committee in planning the system was simple and pragmatic: to make a suitable training program available to any adult South Carolinian who wanted to obtain a salable skill. The programs offered by the Technical Education Centers would necessarily have to be designed to meet a variety of educational needs. By insisting on excellence and a sensible approach in meeting the most urgent needs of the present, the designers of the South Carolina Technical Education System were also laying the groundwork for the solution of future problems.

In the meantime, the Special Schools Program was off and running as planned; working in coordination with the State Development Board, training programs were prepared to respond quickly and pragmatically to the training needs of industry. When an industry indicated that it would locate in South Carolina or expand its existing operation, Special Schools staff would determine training needs, develop instructional materials, set up training sites, hire instructors, recruit trainees from the local population and train them. When the plant opened its doors, trained emplloyees were ready to begin work. The success of this kind of intensive, short-term training capability led to the phrase "Start up in the Black" to describe the advantage TEC could give to industry willing to locate within the state.

The initial Special Schools training programs proved the validity of the West Committee's belief that good technical training programs would attract diversified

industries to South Carolina. Those early industries included Firestone Steel (Spartanburg), Elgin National Watch, (Elgin), Utica Drop Force and Smith-Corona Marchant (both in Orangeburg) and Lockheed Aircraft (Charleston). In the ensuing years, Special Schools Programs have been conducted in all 46 counties for different companies, and have provided South Carolinians with the skills necessary for better jobs. Of these, 30,128 people or 51 percent, were trained for jobs in industries other than textile-related from 1960-1977. Such newcomers to the rapidly developing South Carolina economy included chemicals and plastics, electrical products and metal-working, among others.

But the Special Schools Program, while an integral part of the TEC plan to make South Carolina competitive with other states in attracting more and different kinds of industries, was never intended to provide training for the large numbers of technicians required as replacements or additional employees as industry continued to expand, or for the employees required in the rapidly growing service fields. This was the responsibility of the System of Technical Education Centers, which, as Special Schools was doing, was demonstrating the validity of its planners' concept and the need for its rapid implementation.

The first to apply for a center was Greenville County, whose citizens enthusiastically endorsed the building of a center and whose application for one was received and approved by the Committee on September 20, 1961. Within a year Greenville Tech was built and opened its doors to the first students.

By the spring of 1961, applications had been approved for centers in Spartanburg, Richland, and Sumter counties, and for the tri-county area of Anderson, Oconee, and Pickens. In the fall of 1963, all four of these centers were training students in newly-opened facilities.

In the period from 1964 to 1966, five other centers opened: Florence-Darlington (1964); Berkeley-Charleston-Dorchester (1964); York (1964); Horry-Marion-Georgetown (1966); and Piedmont (located in Greenwood, 1966).

By 1973, the construction of new centers was virtually complete. Orangeburg-Calhoun Tech and Chesterfield-Marlboro Tech had opened in 1968, and in 1971, the Williamsburg Regional Manpower Training Center opened in Kingstree. Aiken Tech, opening its permanent facilities in 1973, rounded out the construction phase of Technical Education Centers. However, in 1969, the General Assembly transferred the administration of the state's three Area Trade Schools to the TEC System. These schools located at Beaufort, Denmark, and West Columbia, later became TEC centers, which brought the total number of centers to 17 by 1973.

During this period of center construction, TEC had been active in other areas of technical training.

In 1969, at the request of the Firemen's Association, Gov. Robert E. McNair placed the responsibility for the creation of a state-wide fire-fighter's training program and its administration with the Advisory Committee for Technical Education. Training programs were conducted in TEC centers, industrial plants and fire department facilities. It soon became evident, however, that a permanent, centralized training facility was needed. In November, 1971, ten acres of land

adjacent to the Midlands Tech Airport Campus were made available for the development of a training facility (now the S.C. Fire Academy).

In 1963, the Committee accepted a federal grant of $5.6 million made available through the Manpower Development Training Act (MDTA). Used to establish a new manpower training program called STEP (Special Training for Economic Progress), this grant represented the first large-scale effort in South Carolina to provide occupational and literacy skills to the unemployed and underemployed. Through this and subsequent MDTA programs, more than 35,000 disadvantaged South Carolinians have been provided these basic skills.

The U.S. Department of Labor awarded a grant of $2 million to TEC in 1968 to initiate the South Carolina Rural Concentrated Employment Program (CEP). With these funds more than 7,000 disadvantaged rural South Carolinians were provided services in addition to training, such as educational assessment and orientation, health care, and job placement, all of which aided them in finding more productive and satisfying jobs.

These early efforts to alleviate the plight of economically and socially disadvantaged South Carolinians have evolved into a tradition of cooperation among TEC, the federal government, and other state agencies. TEC centers and colleges, with their facilities, equipment, and instructional staff, have become focal points for the implementation of the current federal manpower program, CETA (Comprehensive Employment Training Act). CETA is administered through the Governor's office with TEC as a subcontractor in the state.

During the first decade of its existence--

- -- the statewide system of centers was nearing completion.
- -- the Special Schools Program continued to serve new and expanding industries.
- -- TEC joined inter-agency efforts to solve the endemic problems of limited skills and unemployment among the disadvantaged.
- -- and, the system was being praised, studied, and emulated nationally and internationally as a technical education model.

Wade Martin took a year's leave of absence during 1968-69. During that period Thomas E. Barton, Jr., director of Greenville Tech, served as acting executive director. In October 1970, little more than a year after returning to his position, Martin died suddenly, after nearly a decade of inspired and exceptional leadership to the system. Wyman D. Shealy, finance officer of TEC since 1964, was appointed interim executive director and the search for a new executive director began.

The Advisory Committee's search culminated in May 1971, with the appointment of Julio L. Bortolazzo as TEC's fourth executive director. Bortolazzo, former head of several California junior colleges and junior college districts, was internationally recognized as a key figure in the conception and development of that state's community college system. But soon after becoming the TEC Executive Director, Bortolazzo became involved in a statewide controversy regarding TEC's

role in higher education, particularly in relation to the University of South Carolina's system of branch campuses. Perhaps having misunderstood the essential purpose and mission of TEC and having apparently overestimated the support within South Carolina for his view of TEC, Bortolazzo resigned in August 1971, after only ten weeks as executive director.

O. Stanley Smith, Jr., chairman of the TEC Committee since 1961, was authorized by the Committee as acting executive director during the search for an executive director. Shortly afterwards, on August 26, 1971, Smith resigned the chairmanship to assume the position on a permanent basis. Y. W. Scarborough, Jr., the member from the First Congressional District, was elected to succeed Smith as chairman of the Committee. Smith, who had been instrumental in guiding TEC from its beginning, was faced with the task of continuing the pattern of success that the System had established into a future overshadowed with some uncertainty and a need for critical decisions.

The 1971 General Assembly had directed the South Carolina Commission on Higher Education to conduct a joint study on a proposal to establish a system of community colleges within South Carolina. The report resulting from the study led to the passage of Act 1268 by the 1972 General Assembly. Act 1268 established the State Board for Technical and Comprehensive Education and added two at-large members to the former Advisory Committee for Technical Training, appointed by the Governor, to the Board membership. The Act authorized, at local option and with TEC Board and Higher Education Commission approval, the addition of first and second year college parallel curricula to Technical Education Centers. It also placed under the authority of the State TEC Board all present and future state supported two-year postsecondary institutions and their programs, except for the present branches and centers of the University of South Carolina and Clemson University.

Act 1268 represented the General Assembly's response to the state's need for an economical offering of lower-division college courses at a moderate cost to the student and within commuting distance of the population. Greenville Technical College was the first institution to establish a college parallel program. Five other institutions, (Chesterfield-Marlboro Technical College, Midlands Technical College, Tri-County Technical College, Trident Technical College, York Technical College and Williamsburg Technical College) have received Board and CHE approval to offer the Associate of Arts and Associate of Science degrees.

TEC's role and responsibilities in the education of South Carolinians was thus expanded to include the offering of low-cost college transfer programs within a reasonable commuting distance of the population. Through these programs, students otherwise financially unable or too far removed from other institutions have been able to attend two years of college; many of whom transfer their credits and complete four year programs. But, while this aspect of TEC has received much publicity over the past few years, the system has steadfastly kept sight of its original mission. The college parallel programs have been established and operate alongside the technical programs, but have never, in intention or actuality, detracted from the continued success of technical education.

In June 1976, the General Assembly passed Act 654. Act 654 was especially important in that it expressly provided for the TEC Area Commissions to continue as they were presently constituted. It also delegated the primary responsibility of local governance and supervision of institutions to the Area Commissions. The Act delegated specific authority to the Area Commissions to: adopt rules and regulations for the expenditure of funds; acquire real and personal property for the construction and equipping of institutions; employ the institutional chief administrative officer and other personnel; exercise the right of eminent domain in the geographical area served; apply for, receive, and expend monies from state, local, and federal agencies; maintain accounts of receipts and expenditures in accordance with uniform bodies and to the TEC State Board; and award certificates, diplomas, and associate degrees.

Act 654 also designated all TEC institutional employees as state employees, subject to the regulations and policies of the TEC Board, the Budget and Control Board, and the state personnel system.

Having piloted TEC through a critical and often stormy period, Stan Smith resigned in 1973 to return to private business. In September 1973, Charles E. Palmer, associate executive director, was appointed TEC's sixth executive director.

In 1973 and 1974, two mergers occurred which completed the present technical college center structure. In Charleston, Berkeley-Charleston-Dorchester Tech and Palmer College merged on July 1, 1973, to form two-campus Trident Technical College. And in the Columbia area, Midlands Tech, Palmer College, and Columbia Tech (formerly the West Columbia Trade School) merged on July 1, 1974, to become Midlands Technical College, with three campuses. Midlands Tech again has three campuses with the opening of the Harbison Campus in 1980.

In December 1979, Denmark Technical Education Center was accredited and changed its name to Denmark Technical College. This completed the System of 16 technical colleges.

Charles Palmer resigned as executive director in June 1976, to accept a position out of the state, and Associate Executive Director, G. William Dudley, Jr., was named interim executive director. Dudley was appointed TEC's seventh executive director in December 1976. On June 1, 1986, Dr. James R. Morris, Jr. became TEC's eighth executive director.

What does the TEC System mean? To a student completing high school and unable or unwilling to pursue a four-year college degree, or to an adult who left school and took a low-paying, unskilled job years before, it could mean training programs such as accounting or computer programming or electronics engineering technology or welding or criminal justice. More importantly, it means that there are employers in the local area who need people with the skills technical programs impart and who are willing to pay good wages for these people.

To the business leader or industrialist seeking a location for a new operation, it means that a service is available in South Carolina that will have employees trained in the specific skills required by the plant and that there is a technical training system hard at work preparing competent, skilled employees eager and willing to work.

To state and local leaders, it means an idea that has worked and has been a major factor in leading a poor and undeveloped state from the shadows of an antebellum past, from an economy based almost completely on agriculture and textiles, from a situation so beset by apparently unsolvable problems that all action seemed doomed to failure--to a state in the forefront of the New South and the Sunbelt, to an economy well-diversified and vigorous, to a technical education system, praised and copied by other stated and nations, to an atmosphere of hope and optimism.

And to thousands and thousands of South Carolinians, who work hard and pay their taxes and have aspirations for their children beyond even the dreams of their parents for them, it means something of value, something to hope for and yet attainable, tangible. It means that the two years invested in Tech training will result in greater income for each graduate, that the state funds supporting each student's technical education will be completely repaid as state taxes within 29 months of graduation, that, in a world growing more complex and bewildering each day, South Carolina is well-equipped to train technicians with the knowledge and skills to understand it and make it work.

PUBLICATIONS

The following are publications produced by the State Board for Technical and Comprehensive Education:

Impact - a quarterly publication with 12,000 circulation designed to enhance and promote the Tech system.

Training Power - a brochure explaining the Special Schools program of the Tech System.

Technology Transfer: To Gain the Advantage - a brochure explaining the service offered through the 16 technical colleges for business assistance.

Tech and Business Working Together - a brochure explaining the training Tech offers in entrepreneurial development.

S.C. Industry Wage and Practices Survey - an update on industry expansion.

Educational Opportunities - a brochure explaining the program offerings at each of the 16 technical colleges.

Agricultural Technology at Tech - a brochure explaining the programs in agricultural technology at the technical colleges.

Eight Barriers That Keep People From Attending College - an individualized brochure for the 16 technical colleges and the state office explaining the role of technical education and the ways it responds to reasons for people not attending technical colleges.

These publications are available by contacting the Public Information Office.

DESCRIPTION OF PROGRAMS - PROGRAM CHART

I. Administration

The State Board for Technical and Comprehensive Education is required by statute to carry out specific responsibilities relating to the efficient management of a postsecondary occupational training program in South Carolina. These specific responsibilities include long-range planning as well as policy insuring educational and fiscal accountability for the Tech colleges. Additional support functions include the coordination of personnel administration, grants development, public information and interagency affairs. The efforts of the State Board staff are focused towards carrying out legislative mandates, policies of the state and Tech Board, and providing service to the Tech institutions. Program services to be provided consist of day-to-day maintenance of management systems, on-call demand services, peer group meetings, and periodic workshop and seminar activities.

II. Instructional Programs

A. *Tech Colleges*

This function contains the organized programs of the agency. It includes sixteen (16) postsecondary educational colleges located throughout the state. The colleges represent a cooperative effort of state and local government working together to provide training for local citizens. The colleges offer special certificates, one-year diplomas and associate degree occupational education programs in a broad range of categories.

Also, continuing education is closely oriented to the community job market. The colleges operate within the policies, guidelines and procedures of the State Tech Board and are administered locally by area commissions.

B. *Restricted Federal Programs*

The State Board for Technical and Comprehensive Education is the contracting agency for classroom training under the Job Training Partnership Act. This training is provided in a variety of occupational disciplines--welding, production machine operation, LPN, bookkeep-

ing, maintenance mechanic, carpentry, retail sales, electricity, sheet metal, auto body repair, auto mechanic, machine tool operator, etc., as well as developmental education for those who require academic upgrading before they can enter one of the regular courses. This instructional subprogram addresses the training needs of a particular socio-economic group that requires job-entry skills. Also under this category are specific federal grants and matching funds which provide training for dislocated workers.

III. Industrial Services

This division is responsible for the design, implementation and supervision of training programs for the initial labor force for new and expanding industry. Further, the industrial services division provides industrial relations support to established industry through identification of training needs of the technical colleges.

PERTINENT FACTS ABOUT TECHNICAL EDUCATION

History: Tech was begun in 1961 to stimulate economic growth in South Carolina through the provision of occupational training for the people. Demands from employers and students led to the development of agriculture, business, engineering, health related, industrial/occupational and public service careers curricula that are offered through the 16 statewide Tech colleges. Tech exists to meet the needs of South Carolina and her people.

Awards: Associate degrees, diplomas and certificates are presented to students successfully completing a prescribed program of study.

Faculty: Instructors at Tech come from a variety of educational and industrial backgrounds. Many teach on a full-time basis, while others instruct part-time. They are encouraged to continue their education by pursuing various new courses, in-service training and by returning to industry to stay abreast of current trends. A competent faculty and up-to-date curricula are prerequisites of an effective technical education program.

Areas of Study: Agricultural technologies, business technologies, engineering technologies, industrial/occupational technologies, public service technologies, and continuing education.

INNOVATIVE TRAINING AND TECHNOLOGY

In 1979, the State Board for Technical and Comprehensive Education unanimously adopted a concept to infuse high-technology into the curricula and training programs of the sixteen technical colleges and the Special Schools programs.

Through a series of studies and discussions, the State Tech Board became very concerned with the technological "lag" in the two-year technical instructional programs at a time when the nation was alarmed over a declining productivity rate. The State Tech Board developed an innovative plan, entitled "Design for the 80's," rapidly increase technological expertise within the trained workforce. With the endorsement of the Governor and other state leaders who were concerned about South Carolina's future position in the competitive arena of economic development, the South Carolina General Assembly appropriated funds in 1980 to initiate the innovative program, "Design for the 80's".

After completing state and national evaluations on advancing technological skills required in the workforce, the State Tech Board established six initial resource centers. The purpose of the resource centers was to serve as focal points for information and expertise in advanced technology, as system catalysts for faculty/staff curriculum development, and as system catalysts in economic development through demonstrations and short-term courses for prospective and existing employers.

The initial resource centers, which addressed specific advanced technological training needs in South Carolina, were: Advanced Office Occupations at Midlands Technical College, Advanced Machine Tool Technology at Greenville Technical College, Computer Applications at York Technical College, Microelectronics at Tri-County Technical College, Robotics at Piedmont Technical College and the Water Quality Institute at Sumter Area Technical College.

In the mid-1980's, the State Tech Board evaluated the progress of the "Design for the 80's program and initiated a second phase by establishing two additional resource centers: The Tourism Resource Center at Horry-Georgetown Technical College and the Electro-Mechanical Maintenance Technology Resource Center at Orangeburg-Calhoun Technical College. The State Tech Board also approved and funded alliances established among the colleges to assess trends and develop new applications for advanced technology within the instructional programs of the technical colleges. The first alliances addressed needs in telecommunications, agribusiness, programmable logic controllers and interactive video.

At this time, realizing that the resource centers were established for a specific purpose which would be satisfied at a point in time and that limited appropriated funds supported their innovative activities, the State Tech Board required a complete re-examination of the "Design for the 90's" program. Following a comprehensive review of all initiatives from 1980 to 1986, the State Tech Board established new procedures and a new name for activities--Innovative Training and Technology (ITT).

The purpose of the program, to advance technological expertise within the system of technical colleges, has not changed. However, the new procedures now require mid-year and annual reports and a competitive selection process. In 1990, six innovative technology projects were funded: the Applied Electronics Resource Center at Tri-County Technical College; the Electro-Mechanical Resource Center at Orangeburg-Calhoun Technical College; the Environmental Training Resource Center at Sumter Area Technical College; the Aquaculture Technology Consortium

at Technical College of the Lowcountry; the Hearing Impaired for Developmental Education at Spartanburg Technical College; and the Plastics Consortium at Midlands Technical College. Six other projects were recognized as "in-title-only" Innovative Technology Training Centers (receiving no funds in 1990-91). All projects had statewide dissemination and training responsibilities.

Innovative Technology Training projects and personnel continue to provide leadership throughout the technical college system, introducing new and critical technology and training, as well as advancing innovative technology applications in business and industry.

THE ECONOMIC DEVELOPMENT DIVISION

The division designs, develops, conducts, and manages customized start-up training programs statewide to help prepare citizens for jobs being created by new and expanding businesses and industries. These programs are called Special Schools.

The Economic Development Division operates under a regional concept maintaining central control. This organization allows Special Schools flexibility and the ability to operate efficiently, effectively and to produce high quality training programs throughout the State of South Carolina. Central control of the Special Schools Program ensures consistency in both the operation of the training program and of the quality attained.

Fiscal year 1990-91 produced 4516 graduates from training programs held for 115 companies. For the 12 month period of fiscal year 1990-91, we averaged 115 training programs on our monthly status report. During the course of the fiscal year, we ranged from a low of 84 programs to a high of 134.

When a company makes a decision to locate a facility in the state or to expand the work force of an existing operation, a regional manager from the division is assigned responsibility for the training program. Working in close coordination with the company, with assistance from our Special Schools Manager in that area and with support from the local technical college, the regional manager provides appropriate recruitment, selection, and training programs for trainees. All programs are custom made and job specific in design.

The division works closely with the State Development Board, local economic development representatives and others in the ''Economic Development Ally Group'' within the state to help attract and promote new and improved job opportunities for our citizens. Presentations are made to prospective employer representatives on the valuable services available from Special Schools, technical colleges, and other components of the State Technical Education Systems.

Also, the division maintains an ongoing communication linkage with companies statewide through periodic calls by our Special Schools Managers. In addition to identifying needs for training services, other pertinent information is provided from other sources. Collected data that is of importance in promoting economic development is shared with the State Development Board.

The economic development division epitomizes the purpose and mission of the State Technical Education System and its efforts to stimulate the economy, promote job creation, help improve the quality of life of our citizens, and assist in the broadening of the tax base for local and state governments.

"Buy South Carolina," a supplier locator service was introduced by the Economic Development Division during the year. This program is designed to assist the new or expanding business or industry in obtaining local in-state suppliers for their purchasing requirements--parts, components, services, etc. This program has received very wide acceptance.

The following is a list of Special Schools conducted by the division during fiscal year 1990-91 that had some trainee completions.

ECONOMIC DEVELOPMENT DIVISION

SPECIAL SCHOOLS
JULY 1989 - JUNE 1990

COMPANY	CITY	COUNTY	NUMBER TRAINED
3-V Chemical	Georgetown	Georgetown	12
Acro	Conway	Horry	4
AF Industries	Great Falls	Chester	34
AFCO	Anderson	Anderson	63
Ahlstrom Pump	Easley	Pickens	51
Albarrie Southern	Edgefield	Edgefield	5
Allied Signal-Metglas	Conway	Horry	18
American House Spinning	Central	Pickens	33
American Koyo	Orangeburg	Orangeburg	36
Americana Home Fashions	Columbia	Richland	25
Amida Industries	Rock Hill	York	12
Applied Engineering	Orangeburg	Orangeburg	13
Arctichill Inc.	Newberry	Newberry	5
Avery-Dennison	Clinton	Laurens	13
AVX Corp. Conway	Conway	Horry	35
BIC Corp.	Spartanburg	Spartanburg	65
Bosch Anderson	Anderson	Anderson	89
Bosch Charleston	Summerville	Dorchester	78
Caloric	Florence	Florence	205
Cascade Corp.	Westminster	Oconee	5
Century II	Conway	Horry	116
Chester Shirt Company	Chester	Chester	35
Cinderella-Dawson	Pageland	Chesterfield	33
Clover Corp.	Clover	York	30
Colormarks Inc.	Williston	Barnwell	57
Construction Trades	Aiken	Aiken	18
Designs Americana	Heath Springs	Lancaster	30
Diamant Boart	Columbia	Richland	24
Diebold	Sumter	Sumter	54
Dixie Narco	Williston	Barnwell	241
Dritz	Spartanburg	Spartanburg	12
Ellcon National	Greenville	Greenville	6
F. Schumacher-Home Fashion	Richburg	Chester	150
F. Schumacher	Richburg	Chester	72
Fabri-Kal	Piedmont	Greenville	60
Federal Paper Board	Prosperity	Newberry	11
Findley Adhesives	Greenville	Greenville	24

ECONOMIC DEVELOPMENT DIVISION

SPECIAL SCHOOLS
JULY 1989 - JUNE 1990

COMPANY	CITY	COUNTY	NUMBER TRAINED
FMC	Aiken	Aiken	38
Fuji Photo Film	Greenwood	Greenwood	25
Fuji Photo Film-Video Plant	Greenwood	Greenwood	30
GE Greenville	Greenville	Greenville	91
General Dynamics	Goose Creek	Berkeley	52
Hermitage	Camden	Kershaw	6
Highland Industries	Cheraw	Chesterfield	130
Hilliard of SC-Star Systems	Timmonsville	Florence	9
Hitachi	Greenville	Greenville	76
Holset Engineering	North Charleston	Charleston	40
Homemaker Industries	North Charleston	Charleston	20
Homemaker Rugs of Seneca	Seneca	Oconee	16
HRS Textiles	Cades	Williamsburg	2
International Cup	Bennettsville	Marlboro	38
International Indus. Testing	Denmark	Bamberg	31
Interrose South Carolina	Georgetown	Georgetown	12
Jantzen	Seneca	Oconee	20
Jockey International	Abbeville	Abbeville	29
Kaiser Aluminum Forging	Greenwood	Greenwood	39
Kaiser Aluminum Machining	Greenwood	Greenwood	28
Kinetco	North Charleston	Charleston	7
KRP Industries	Marion	Marion	113
Lifestyle Homes	Mullins	Marion	9
Lockheed Aeromod	Greenville	Greenville	229
Lucas Industries	Greenville	Greenville	20
Meco Metal Finishing	Rock Hill	York	14
Metal Leve	Orangeburg	Orangeburg	41
Mobay Corp.	Goose Creek	Berkeley	58
Nat. Beverage Screen Print	Barnwell	Barnwell	37
Negco Sewing	Bamberg	Bamberg	74
Newark Electronics	Gaffney	Cherokee	37
Nicca USA Inc.	Fountain Inn	Laurens	8
Oak Technical	Travelers Rest	Greenville	42
Oak-Mitsui	Camden	Kershaw	41
PH. Orth Co.	Spartanburg	Spartanburg	16
Phoenix Finishing	Gaffney	Cherokee	33
Piedmont Products	Anderson	Anderson	14

ECONOMIC DEVELOPMENT DIVISION

SPECIAL SCHOOLS
JULY 1989 - JUNE 1990

COMPANY	CITY	COUNTY	NUMBER TRAINED
Pilcher Hamilton	Greer	Greenville	24
Pinnacle Industries	Lancaster	Lancaster	11
Precision Gear Train	North Charleston	Charleston	18
Precision Metal Fabricators	Williston	Barnwell	10
Professional Towel Mill	Abbeville	Abbeville	5
RM Engineered Products	North Charleston	Charleston	46
Renolux (FBS) Inc.	Greer	Greenville	11
Rexroth Corp.	Fountain Inn	Greenville	18
Roller Bearing	Hartsville	Darlington	22
Santens	Anderson	Anderson	51
Sara Lee Hosiery	Florence	Florence	6
Sediver	York	York	50
Showa Denko Carbon	Ridgeville	Dorchester	29
So-Pak-Co	Mullins	Marion	59
Spring City Knitting	Gaffney	Cherokee	18
Stanton Quilting	Cheraw	Chesterfield	2
Starflo	Manning	Clarendon	10
Tasco	Calhoun Falls	Abbeville	10
Teelon Packaging	Summerville	Dorchester	11
Telecom *USA	Greenville	Greenville	93
Teledyne	Richburg	Chester	23
The Hon Company	Winnsboro	Fairfield	30
The Standard Products Co.	Spartanburg	Spartanburg	55
The Standard Warehouse Co.	West Columbia	Lexington	19
TNS Mills	Blacksburg	Cherokee	47
TNS Mills	Gaffney	Cherokee	12
TNS Mills	Greer	Spartanburg	13
Tootal American	Bennettsville	Marlboro	37
Torrington Bearing	Union	Union	11
Torrington-Honea Path	Honea Path	Anderson	20
Tupperware	Hemingway	Williamsburg	15
Union Camp Eastover	Eastover	Richland	103
Union Camp Sumter	Sumter	Sumter	47
Union Switch & Signal	Batesburg	Lexington	22
Unity Mills	Cheraw	Chesterfield	6
US Alumoweld	Duncan	Spartanburg	13
US Textiles	Lancaster	Lancaster	71

ECONOMIC DEVELOPMENT DIVISION

SPECIAL SCHOOLS
JULY 1989 - JUNE 1990

COMPANY	CITY	COUNTY	NUMBER TRAINED
Vanguard Plastics	Beaufort	Beaufort	29
Westinghouse Pendleton	Pendleton	Anderson	26
Willamette	Bennettsville	Marlboro	18
Willamette MDF	Bennettsville	Marlboro	96

TOTAL NUMBER OF STUDENTS TRAINED THIS FISCAL YEAR 4,516

TOTAL NUMBER OF PLANTS SERVED THIS FISCAL YEAR 115

TOTAL NUMBER OF STUDENTS TRAINED FROM SEPTEMBER 1961 - JUNE 1991 132,699

TOTAL NUMBER OF PLANTS SERVED FROM SEPTEMBER 1961 - JUNE 1991 1,103

No. Trainees Completed

FY	
61-62	574
62-63	2,190
63-64	2,785
64-65	2,824
65-66	5,044
66-67	5,704
67-68	4,081
68-69	4,419
69-70	4,534
70-71	3,804
71-72	5,403
72-73	5,054
73-74	3,759
74-75	2,902
75-76	2,622
76-77	2,828
77-78	1,725
78-79	2,591
79-80	3,545
80-81	3,791
81-82	4,708
82-83	4,967
83-84	5,331
84-85	6,331
85-86	5,078
86-87	9,614
88-89	9,226
89-90	6,735
90-91	4,516

Special Schools Statistics
1989/90 - 1990/91

	1989/90	1990/91
Plants Served During FY	137	115
Number Trained	6735	4516
Percent Dropped	10.1%	9.0%
Percent By Race		
White	59%	59%
Black	40%	40%
Other	1%	1%
Percent By Sex		
Male	49%	53%
Female	51%	47%
Average Age	31.2 yrs.	31.5 yrs.
Average Education	12.2 yrs.	12.3 yrs.

South Carolina Technical College Locations

Aiken Technical College
Post Office Drawer 696
Aiken, South Carolina 29801
Phone 593-9231
Dr. Paul L. Blowers, President

Chesterfield-Marlboro Technical College
Post Office Drawer 1007
Cheraw, South Carolina 29520
Phone 537-5286
Dr. Ronald W. Hampton, President

Denmark Technical College
Post Office Box 327
Denmark, South Carolina 29042
Phone 793-3301
Dr. Curtis Bryan, President

Florence-Darlington Technical College
Post Office Box 100548
Florence, South Carolina 29501
Phone 669-8324
Dr. Michael B. McCall, President

Greenville Technical College
Post Office Box 5616, Station B
Greenville, South Carolina 29606
Phone 250-8000
Dr. Tom Barton, President

Horry-Georgetown Technical College
Post Office Box 1966/Highway 501
Conway, South Carolina 29526
Phone 347-3186
Dr. D. Kent Sharples, President

Midlands Technical College
Post Office Box 2408
Columbia, South Carolina 29202
Phone 822-8080
Dr. James L. Hudgins, President

Orangeburg-Calhoun Technical College
3250 St. Matthews Road, N.E.
Orangeburg, South Carolina 29115
Phone 536-0311
M. Rudy Groomes, President

Piedmont Technical College
Post Office Drawer 1467
Greenwood, South Carolina 29648
Phone 941-8324
Dr. Lex D. Walters, President

Spartanburg Technical College
Post Office Drawer 4386
Spartanburg, South Carolina 29305
Phone 591-3600
Dr. Jack A. Powers, President

Sumter Area Technical College
506 North Guignard Drive
Sumter, South Carolina 29150
Phone 778-1961
Dr. Herbert C. Robbins, President

Technical College of the Lowcountry
100 South Ribaut Road/P.O. Box 1288
Beaufort, South Carolina 29901
Phone 525-8324
Dr. Anne McNutt, President

Tri-County Technical College
Post Office Box 587
Pendleton, South Carolina 29670
Phone 646-8361
Dr. Don C. Garrison, President

Trident Technical College
Post Office Box 10367
Charleston, South Carolina 29411
Phone 572-6111
Dr. Mary Dellamura, President

Williamsburg Technical College
601 Lane Road
Kingstree, South Carolina 29556
Phone 354-2021
Dr. John T. Wynn, President

York Technical College
U.S. Highway Bypass 21-A
Rock Hill, South Carolina 29730
Phone 327-8000
Dennis F. Merrell, President

State Board for Technical and Comprehensive Education
111 Executive Center Drive
Columbia, South Carolina 29210
Phone 737-9320
Dr. James R. Morris Jr., Executive Director

AIKEN TECHNICAL COLLEGE

In 1990-91, Aiken Technical College effectively became a public community college.

The college expanded its mission from that of a narrow purpose technical college to an institution with a comprehensive curriculum that gives students the option of transferring to a four-year college or university to complete their degrees.

Initial response to the college's mission expansion was quick and positive. During the first academic year in which the college could offer the Associate in Arts and Associate in Science transfer degrees, 225 students enrolled in these programs.

The year saw the completion and dedication of the college's general classroom and continuing education administrative office building. The 20,000 square foot facility also contains a 230-seat amphitheater which is available for college and community events.

A continuing effort for the college involved image enhancement activities which are intended to identify the college as a comprehensive institution. The college concentrated much of its public information effort on conveying to the public that the college provides high level academic and technical programs which lead to entry into careers in two years or to the completion of the first two years of a four-year degree.

The college experienced continued rapid growth in its degree, diploma and certificate programs, completing the year with a 10 percent enrollment increase.

Significant effort went into enhancing student opportunities for entry into higher level careers. During the year, the college completed a full cycle of student involvement at Westinghouse Savannah River Site, where the majority of the college's nuclear engineering technology students had cooperative educational experiences. In a typical work experience program, a student attends college full-time and is employed in a paid capacity with Westinghouse in nuclear operations for 20 hours a week. The student receives a full tuition scholarship provided by Westinghouse. Initial response to the program has been positive with many of the students receiving employment offers by SRS in the areas of their cooperative work experience following graduation.

In FY 90-91, the college achieved enrollments of more than 1,900 students in its degree, diploma and certificate programs. An additional 1,000 students enrolled in non-credit training classes.

CHESTERFIELD-MARLBORO TECHNICAL COLLEGE

Enrollment at Chesterfield-Marlboro Technical College reached an all-time high this year as the college strengthened its partnerships with area employers and public schools.

A total of 864 students enrolled in college credit courses at CMTC during fall quarter, representing a 22.2 percent increase over the previous year, and exceeding all previous records--including years when Vietnam veterans boosted enrollment figures at colleges across the state and nation. Continuing education registrations are also up dramatically--an increase of 18 percent.

These enrollment increases are reflective of the partnerships which have been developed and strengthened between the college and the businesses, industries, and schools throughout Chesterfield, Marlboro, and Dillon counties. For example, CMTC operates a specialized apprenticeship training program for INA Bearing Co., one of the area's largest employers. Students selected for this three-year partnership program become employees of INA and experience a combination of classroom training, intensive shop and lab experience, and on-the-job training. Graduates earn an associate degree in Machine Tool Technology and are eligible for a journeyman's license from the Department of Labor.

Students from Cheraw High School have earned college credits at CMTC this year, thanks to the "Senior Success" program developed by Cheraw High in cooperation with Chesterfield-Marlboro Technical College. Eligible seniors who have completed their graduation requirements may enroll in college-level courses at CMTC. Other high schools in the area are developing variations of this very popular and effective program.

CMTC has been heavily involved in employee training programs this year through the college's Continuing Education Division. Courses ranging from CPR to Statistical Process Control have received enthusiastic responses from all sizes and types of employers. With Willamette Corporation's huge Marlboro Paper Mill beginning production last winter, CMTC has been active in providing short-term training programs for Willamette employees.

The Continuing Education Division also coordinates two specialized employer services, the Initiative for Work Force Excellence and the Southeast Regional Manufacturing Technology Center (SMTC). The Work Force Initiative, which helps coordinate basic skills training for employees in all types of industries, has been extremely well-received. The SMTC representative helps troubleshoot technical problems for area industries. Industrial start-up and expansion training conducted through the State Tech Special Schools program has also continued at a record high level during the year, as area industries have continued to expand and diversify.

With the increased demand for technical skills in nearly every job, educators across the state have recognized the need to provide specialized technical preparation for students while they are still in high school. To help accomplish this goal, a new educational approach known as Preparation for the Technologies ("Tech

Prep'') is currently being developed. Chesterfield-Marlboro Technical College played a key role this year in organizing the Chesterfield-Marlboro Area Tech Prep Consortium, which includes six Local Education Agencies in Chesterfield, Marlboro, and Dillon Counties. The consortium this summer developed and submitted a proposal for grant funds which would enable area school districts to develop the Tech Prep concept. Working in conjunction with the college, the districts will develop curriculum materials, provide teacher and counselor training, and undertake outreach and career guidance efforts. CMTC is pleased to take leadership role in this effort.

The college is now in its second year of providing educational programs for inmates at Evans Correctional Institution near Bennettsville. CMTC also offers off-campus instructional programs at high schools and other community sites throughout Marlboro, Dillon, and Chesterfield counties.

The increasing need for skilled health care professionals has emerged as a key educational issue in the CMTC service area, and the college is currently involved in developing a Licensed Practical Nurse program. CMTC has received enthusiastic backing from physicians, hospitals, and nursing homes in our efforts to develop this vital program, and we are especially grateful for the support of State Representative Jean L. Harris. We look forward to receiving approval and beginning to operate this program in the coming months.

Personnel from throughout the college have been involved in developing methods to assess institutional effectiveness. Student surveys are being redesigned, computer programs written and modified, and a system of effectiveness measures developed which will not only meet the requirements of the Commission on Higher Education but, even more importantly, will also provide the college with the information we need to provide the best possible educational programs for our students.

Chesterfield-Marlboro Technical College is currently in the final year of a three-year Title III grant from the U.S. Department of Education. This grant has enabled the college to make major strides in curriculum development, advising, and instructional delivery systems. An instructional program in Computer-Aided Design has been developed with Title III support, along with a campus-wide computer network providing support for advising, as well as student information, financial data, and enrollment statistics. Faculty advisor training has been conducted, and a Student Success Center, featuring the latest in interactive video and computer-assisted instructional technology is in place and operational as a result of the Title III project. The college's capabilities to develop private-sector support have also been strengthened through the project's activities.

The college has worked diligently to meet the needs of various special population groups, including ethnic minorities and women. Through the Access and Equity Program, CMTC has provided special outreach services to more than 200 minority individuals during the past year, and was able to employ two part-time outreach coordinators to help provide access to minority citizens. Over 80 single parents and homemakers have participated in success skills training through

CMTC's Single Parent/Homemaker program, and 64 of these went on to enroll in a regular program of study at the college. Approximately 25 young women received financial aid to prepare for employment in nontraditional career fields through CMTC's "Nontraditional Programs for Women" grant.

DENMARK TECHNICAL COLLEGE

Under the leadership of Dr. Curtis E. Bryan, Denmark Technical College continued to focus on evaluation and planning during the 1990-91 fiscal year. The college's mission, role, scope, values, goals and vision for the year 2000 were revised as reflected in the publication of "Vision and Guide for Institutional Renewal." Dr. Bryan continues to serve at the national and local levels. He completed his second year of service on the national commission on small rural colleges of the American Association of Community and Junior Colleges (AACJC) and was appointed as a member of the Bamberg County Mental Retardation Board.

The college's operational functions are organized in the following divisions: Academic Affairs, Business and Finance, Continuing Education, Institutional Advancement, Research and Planning, and Student Services.

Academic Affairs

The Associate in Arts and Associate in Science degree programs were added to the academic offerings beginning in the Fall Quarter. Several SACS-qualified faculty members were hired as well as the Director of the Division of Arts and Science, Dr. Norman C. Camp.

Mrs. Janie D. Cooper, a Transitional Studies faculty member, received the Governor's Distinguished Professor Award from the SCTEA.

Division of Arts and Sciences

The division successfully hosted the SACS Substantive Change visitation team and received a favorable report. All AA/AS courses were placed on the CBE teaching model. Faculty recruitment activities were improved and enrollment doubled by the Spring Quarter.

The Fabian Society, a student organization, was created to support the academic preparation and retention of students in the AA/AS program. Also, a special topics course based on "Eyes on the Prize," a PBS presentation which explores the Civil Rights Movement, was created and will continue to be offered each quarter.

"Livin' Fat," a two-act play, was produced by the Speech and Theatre Instructor Ms. Cynthia Martin and included participation by students, faculty, staff and the community.

The concepts of Transitional Studies and the Achievement Center were developed to provide a positive image for students required to take developmental studies. Full and part-time learning laboratory manager positions were created to provide supplemental learning experiences throughout the day and evening. A bridge course was developed to serve students moving from GED to general education.

Engineering and Industrial Technologies

Several curriculum changes were made in program offerings: The Electronics Engineering Technology Program, the Computer Engineering Technology Program and the Electronics Technology Program consolidated to form a new Electronics Technology program. The Building Construction Technology associate degree program was divided into the certificate programs - Carpentry, Masonry and Plumbing. Associate degree programs in Automotive Body and Heating, Ventilation, Air Conditioning were eliminated, and certificate programs for Automotive, Welding and Electro-Mechanical Engineering Technology were developed.

Equipment donations from federal sources were approved to assist with maintaining and updating the Machine Tool Technology program. Proposals were written to solicit funds from Westinghouse Corporation to assist in ultimately bringing an associate degree program in Electro-Mechanics Engineering Technology and a proposal was written to provide research for the U.S. Army under the Historically Black Colleges and Universities Program.

Business and Related Technologies

Seventeen IBM personal computers and seven printers were placed in the Office Systems Laboratory. This addition enabled the division to offer additional courses in word processing and microcomputer applications. System 36 was placed in the Computer Programming Department enabling students to gain computer skills on the IBM PC/DOS as well as the IBM System 36 and all associate degree programs were revised to reflect State Board for Technical and Comprehensive Education and Southern Association of Colleges and Schools (SACS) requirements.

The Alpha Delta Omega National Honor Society for Human Services established the Kappa Chapter at the college on May 23, 1991. This is the first chapter in South Carolina and Human Services Instructor, Katie Tindal, was appointed as the State Director of the Society. Tindal was also elected as S.C. state representative at the 10th Annual conference of the Southern Organization for Human Services Association.

The Culinary Arts students prepared and served lunch meals for the faculty and staff dining hall as a part of their work experience.

Business and Finance

The construction of the new Physical Plant building and the renovation of the W.L. McDuffie Student Services Center began.

The Custodial Department changed their 8:00 A.M. - 5:00 P.M. work schedule to 3:00 P.M. - 12:00 Midnight. As a result of this change, the number of complaints were reduced by 85%.

A Hazardous Waste Program was developed and implemented. Hazardous waste was removed from the Chemistry and Physics labs and a plan for the use and

storage of hazardous chemicals was developed. All Public Safety Officers received 8 credit hours towards mandatory certification and the Public Safety Officers Handbook was completed.

Continuing Education

Customized training was delivered to 4 companies and more than 40 employees. Training included Statistical Process Control, Blueprint Reading, and Computer Numerical Control.

Thirty computer training courses for more than 300 military and civil service employees at Fort Jackson were conducted under a federal contract awarded to the college. Five training manuals were developed for the training.

Westinghouse Savannah River Company awarded a contract to DTC to provide proctoring services for the Test of Adult Basic Education; more than 1,000 employees were tested in 124 testing sessions.

In cooperation with the State Department of Transportation, over 400 commercial drivers licensing tests were administered at DTC by State Highway Department personnel.

An Acquaculture Technology seminar on fish farming, cage culture, water quality and agribusiness opportunities was co-sponsored by DTC, the Technical College of the Lowcountry and the Clemson Extension Agency.

Oil painting classes by artist Campbell Frost were co-sponsored by DTC and the Denmark Downtown Development Association for community members. The Arts Council of Bamberg County and the S.C. Arts Commission were instrumental in getting National Endowment for the Arts funds for the courses.

DTC participated in the system-wide support of the S.C. Criminal Justice Academy Law Enforcement Officers via the ETV Network; the total enrollment for the year was 171.

Special Schools Training was conducted on campus for more than 150 potential employees for an expanding business in the service area.

A permanent Southeast Manufacturing Technology Center (SMTC) Field Specialist position was added to the division to provide a technical support system to improve the world-wide competitiveness of area small and medium size manufacturers.

The Job Training Partnership Act (JTPA) Nurse Aide training program successfully trained 14 participants with a 93% completion rate; all 14 passed the written exam portion of the State's licensing process.

Institutional Advancement

Special Events - The division was responsible for the coordination of Fall Convocation, Homecoming, Founders' Day, and Commencement. All were very well received and were accomplished well within budget.

Governmental and Legislative Affairs - In August 1990, the division planned and coordinated the visit of Rep. Herb Kirch and members of the House Ways and Means Committee. In conjunction with Voorhees College, the division coordinated Governor Campbell's visit to Denmark on October 23, 1990. The division prepared and presented DTC's requests for the Capital Improvement to the Committee of Higher Education in September. The division assisted in Senator Ernest Hollings' visit to the campus and coordinated the ground breaking ceremony for the W.L. McDuffie Student Services Center on March 27, 1991. Meetings of the Public Leadership of Bamberg County were coordinated and held at DTC on four occasions.

Alumni Affairs - A new edition of the DTC Alumni Constitution and By-laws was developed and published. Two new alumni chapters were formed - Anderson, SC and Virginia/Washington, DC/New York/New Jersey.

Public Information - DTC continued to receive good local print media coverage during 1990-91: DTC News Releases published - 141; Photos printed - 68; Feature Articles - 12; Advertisements - 20; other articles with DTC mention - 29.

A Comprehensive Marketing Plan was developed and implemented as funds allowed to include outdoor billboard, newspaper and radio advertising, and public relations. The number of course schedules distributed each quarter was increased from 7,000 to 20,500. The new college logo, was integrated on letterhead, all college printed materials, publications, and on the marquee. The Times alumni newsletter was printed two times and the Campus Clips newsletter was published 8 times during 1990-91.

Research and Planning

The Title III grant for 1990-91 was $599,000 and $610,000 is expected for 1991-92.

The Information Resources Management Center was moved and a print area for faculty and staff was set up in the old space. Extensive cabling has been completed throughout campus and 12 offices were set-up with computer hardware and brought on-line. The IRM Center developed a student tracking system to provide attrition and retention statistics.

During 1990-91, the Personnel Office processed approximately 600 applications in response to position advertisements. Thirteen new hires were completed, several positions upgraded and several new positions were created. A draft of the Employee Handbook was completed in conjunction with the Handbook Committee.

Student Services

The Admissions and Records Office improved registration and pre-registration procedures, and modified software for the on-line transcript and grade audit reports. Faculty, staff, student and alumni involvement in the student recruitment process

was increased.

The Financial Aid Office made awards to over 800 students for the 1990-91 academic year and performed pre- and post-loan counseling for all Student Loan borrowers. The CSS Micro-Faids Computerized Software System was purchased and implemented. A full-time staff person was hired to handle the Stafford Loan Default Initiative.

The Counseling Office provided services to all students, installed the ASSET Assessment Program, installed a Scan-tron test scoring machine, and administered the Single Parent Homemaker and the Sex Equity Vocational Programs. Twenty-six students participated in the Single Parent program. Fifteen parents were eligible for child care assistance and 24 children received day care services.

Student activities were held throughout the year including cultural performances, Miss DTC Pageant and Coronation, Student Government Association - sponsored trips, dances, intra-mural and intercollegiate sports, talent shows and movies.

Commencement was held on May 25, 1991 with guest speaker Dr. Robert Goodwin, Executive Director of the White House Initiative for Historically Black Colleges and Universities. Associate degrees, diplomas and certificates were conferred upon 147 students.

FLORENCE-DARLINGTON TECHNICAL COLLEGE

Florence-Darlington Technical College (FDTC) enjoyed a challenging and successful year during fiscal 1990-91.

General Information

Florence-Darlington Technical College continued to experience unprecedented enrollment growth throughout the year. In fact, the college closed the year with its 12th straight quarter of enrollment growth. During these 12 quarters, enrollment has spiraled upward from a low of 1,733 students in 1987 to nearly 2,500 students during the fall of last year.

The completion of FDTC's expansion and renovation of its 400 building doubled the size of the College's library facility and added much needed classroom space. The main auditorium on campus was also renovated during the project.

Fiscal 1990-91 marked the first year of a three-year Title III grant for FDTC. The grant will help the college develop its new College Transfer Program (AA/AS degrees) and also provides for the development of computer- and video-assisted instructional materials.

Continuing Education

During fiscal year 1990-91, the Continuing Education Division conducted approximately 350 courses serving almost 5,000 students.

Of particular interest are the following training partnerships: Asea Brown Boveri, ESAB/L-Tec, Blue Cross/Blue Shield (Champus), SUNTECH, Heat Pump Association and S.C. Criminal Justice Academy.

Other major events include the conduction of the 2nd Annual Minority Business Expo, the Pee Dee Regional Economic Development Conference, the co-hosting and planning of the Eastern Regional Competency Based Education Conference, the establishment of the Pee Dee Farmers Market Horticulture Center in cooperation with the Department of Agriculture, the purchase of a satellite dish to allow new teleconferencing capabilities, participation in Hartsville's "Christmas in April" home renovation project, and the adoption of the new Student Information System (SIS).

The establishment of a business center on our campus to house the offices of the Southeast Manufacturing Technology Center (SMTC) and the Small Business Development Center (SBDC) staff has greatly enhanced the college's services to business and industry.

Job Training Partnership Act (JTPA) and Other Related Programs

The JTPA Title II-A and EDWAA, Single Parent/Homemakers and Work Force Excellence projects are all administered by the college's Continuing Education Division.

The JTPA Title II-A project continues to be the largest in the state serving 324 participants this past year. Last spring, the JTPA EDWAA/Dislocated Worker project received national recognition from the National Governors Association for its performance.

The Single Parent/Homemakers program, funded through the Perkins Act, continues to meet and surpass its program goals, while still providing valuable training and support services for its 60 participants.

Finally, the administration of the Governor's Initiative for Work Force Excellence project was transferred to State Tech this past year. This project continues to provide job specific basic skills training to area industries. More than 30 employers and 375 employees were served helping to create a more productive and skillful work force.

Special Schools

Special Schools' partnerships with business and industry help the college to play a prominent role in the industrial and economic development of the Pee Dee area. FDTC's Special Schools Office conducted training programs for the Roller Bearing Corporation, the Caloric Corporation, Sara Lee, and the SoPak Company during fiscal 1990-91. A total of 195 people were trained through these programs.

Grants

Although the Title III grant created a great deal of excitement on campus during the year, FDTC received additional grant awards from numerous agencies totaling nearly $2 million dollars. Included among the college's more noteworthy grants were the Adult Education Grant, $26,502; College Work Study Program, $122,977; JTPA-Title IIA, $508,468; Pell Grant, $653,267; Allied Health Grant, $96,781; and Talent Search, $164,459.

Other Activities

Chernoff/Silver, a Columbia Ad Agency, designed new marketing materials (including a new logo) for the college. The new materials were based on findings from a marketing study completed by the company during the previous year.

The college held its annual Employer Visitation Day, High School Career Day, and Honors Night during 1990-91.

General William C. Westmoreland (Ret.) spoke to a gathering on the FDTC campus during May. He also visited with FDTC history classes.

Staff and Faculty Honors

David V. Barr, Dean of Students, was appointed by Gov. Campbell to the Board of Trustees of the Children's Fund of South Carolina.

Phil Purpura, coordinator of FDTC's Criminal Justice Program, had two textbooks published during 1990-91.

Kregg Spivey, an English instructor, published another article in *Readers Digest* during the year.

FDTC Librarian Theodosia Shields received her Ph.D. from the University of Pittsburgh.

Student and Alumni Honors

Susan D. Smith, a second-year Human Services student from Hartsville, received the prestigious Educational Resources Scholarship given by the S.C. Board for Technical and Comprehensive Education.

Michelle Sturkie won the title of Ms. TECH.

GREENVILLE TECHNICAL COLLEGE

While the recession that began in 1990 has caused many businesses and industries to weaken and falter, it has done little to deflate the momentum of Greenville Technical College. Many new programs were established; record numbers of grant monies were awarded; many faculty, staff, and students were honored for excellence; and some of the college's most exciting and memorable events took place over what has been a highly productive year.

Student Enrollment Surpasses 8,000 Mark

For the first time in the history of the State Tech System, student enrollment at a member institution topped 8,000. At the final day of drop/add for 1990 fall quarter classes, enrollment at Greenville Technical College was 8,217, and all indications point toward an even larger student body for Fall Quarter 1991.

TRC Nearly Complete

With Fall Quarter approaching, the finishing touches are being made to Greenville Tech's new Technical Resource Center. This state-of-the-art library, media and computer facility will provide instructional support for the college's students, faculty and staff as well as the Greenville community. Some of its more impressive features will include:

* distance learning capabilities
* telecourses
* teleconferencing capabilities
* curriculum/faculty development
* the Greenville Education Network*
* fully-automated library
* computer-assisted instruction
* a 250-seat auditorium

* G.E.N. is the state's only educational access cable channel, providing subscribers with 24 hours of quality programming. It is maintained and operated by Greenville Technical College, and may be found on TeleCable of Greenville Channel 38.

Soon, the college's television facility will have the ability to broadcast S.C. ETV programs across the state, with many programs originating from Greenville Tech. But it won't stop there. Teleconferencing capabilities will give the station the potential of being viewed from anywhere in the world!

The administration, faculty and staff at Greenville Technical College look forward to venturing into this exciting area of education, and invite all members of the technical education system to tour the TRC.

So Many New Programs

Fall Quarter 1990 saw the introduction of Afternoon College, designed to free up classroom and parking space and, at the same time, giving students a tuition reduction. The program has been a big hit with students and more courses have been added to the list each quarter.

Greenville Tech also tested the waters of one of education's latest technologies, instructional video. College credit telecourses are now being offered to students with conflicting personal and class schedules. By watching pre-recorded videotapes, students can "attend" class at home at their convenience. Instructors are available by telephone, and the students are regularly tested to ensure that they keep up with course material.

The popularity of telecourses led to teleclasses, where students at remote sites such as the college's Golden Strip and Greer campuses can watch and participate in live classes via television. Students at all remote sites are able to interact freely with one another and with instructors and classmates in the "live" classroom. Having this capability gives Greenville Tech unlimited teaching access.

Under new leadership, the Management Center at Greenville Tech has become more focused on industry-specific training for managers of local businesses. This year, the center received a major boost by becoming the Upstate's only site to offer courses approved by the American Management Association. Once a manager completes an AMA certificate program, he or she becomes a much more "marketable" and skillfull employee, thus fulfilling the ultimate goal of the Management Center.

Covering the Globe

The college's International Education Task Force set forth in 1991 on a long and exciting journey to learn the cultures and customs of far away lands. In an effort to "internationalize" every man, woman and child in the Upstate, the International Education Task Force has expanded foreign language offerings in the continuing education division; it has established monthly seminars on international trade for the business community; it has included international courses into student curriculum so that nearly every college credit course contains some portion that pertains to international affairs; and it established an international development program for faculty and staff consisting of monthly mini-seminars focusing on various nationalities or international topics.

The college also sent a student delegation to participate in the 1991 Model United Nations Program held at the U.N. in New York. The team was one of the few from a community college and they performed extremely well, despite having minimal preparation time.

English as a Second Language (ESL) is another realm of teaching in which Greenville Tech has become a leader. Rich in ethnic diversity, the Upstate has a great number of residents in need of learning the English language. To respond to

these needs, the college has implemented special entrance tests and offers classes taught by qualified ESL faculty. Many colleges around the country are beginning to model their own ESL programs after Greenville Tech's.

Innovation and Advancement

Making waves locally this year was the college's Nursing Division. This increasingly popular and much publicized profession experienced dramatic changes at Greenville Tech, including the addition of two new classes of students in the ADN program, and one addition in the PN program. With donations from two area health care institutions, Greenville Tech was able to double the number of students it accepts into the ADN program, bringing the total number to 120 each year. The Practical Nursing program also received approval from the Commission on Higher Education to admit a second class of 30 students to its program, therefore doubling its size, too. The innovation of this partnership was so successful that the college was highlighted in the August 6, 1991 edition of USA Today.

Adding more students to the nursing program has maximized the college's use of faculty and space, forcing officials to seek more funds to build more facilities and hire more instructors. The addition of a Nursing/Science building was placed on the state legislature's building funds list for 1991 and awaits approval. The college has also requested a mileage increase from its county council to help fund facility needs, which also awaits approval. One thing Greenville can be assured of is that as health care becomes more specialized and more important to Upstate citizens, Greenville Tech will continue to look for ways to meet the needs of its community.

The Allied Health Sciences Division also developed innovative ways to meet the demands that critical shortages of workers has placed on its programs. Last year, the Respiratory Therapy Department embarked on an accelerated program that helps speed the training process of qualified respiratory therapists. And the Dental Hygiene Program began a one-plus program with smaller area colleges, enabling people from communities without dental hygiene training programs to get this highly-skilled training from Greenville Tech.

The Sooner The Better

For years Americans have been hearing about the increasing importance of teaching our students good math and science skills. No longer can we take this as rhetoric. With the help of a grant from the United Way, Greenville Technical College began a "Math and Science In the Workplace" project in 1990. Through the program, seventh and eighth graders tour various manufacturing companies to see how employees use math and science to perform everyday jobs. Since many of the students have family and friends who work for these companies, they can understand the reality of the need. School officials participating in the project have already seen positive results and look forward to its continuation.

Another way the college is introducing math and science to young people in a positive light is through the Summer Science Enrichment Program. For two weeks this past summer, approximately 40 seventh and eighth graders could be found on campus mixing chemicals in the chemistry labs, generating music on personal computers, and teaching themselves chemical properties through interactive video. Funded by the National Science Foundation and Fluor Daniel Corporation, the program encourages minority participation and promotes learning in a "camp"-type atmosphere.

But Greenville County middle school students aren't the only ones benefitting from Greenville Tech programs. In FY 1990-91 the Advanced College Entrance (ACE) program was initiated, allowing junior and senior high school students an opportunity to take courses at Greenville Tech for college credit. The ACE program will give students a headstart on college and help save on college tuition. ACE will be offered for the first time in Fall 1991, and college officials look forward to a positive reaction from the community.

Increasing Our Options

One final program that should be mentioned is the University Transfer Option at the Greenville Higher Education Center (GHEC). For the first time in its four-year history, GHEC has begun offering junior-level classes to undergraduate students. This gives Greenville Tech University Transfer students the option of staying in Greenville to take junior year college courses instead of transferring to an out-of-state college. GHEC members include Clemson, Furman, MUSC, S.C. State, USC-Columbia, and USC-Spartanburg. As the University Transfer Option gains popularity, more courses will be added to the list until GHEC reaches its ultimate goal of providing all the courses necessary to earn a bachelor's, master's and doctoral degree in any program of study.

Going For The Gold

Many of the programs mentioned above never would have come to fruition without the aid of local, state and federal grant monies. Due to the tireless efforts of faculty and staff, Greenville Technical College received in excess of $3 million in grants during FY 90-91. Some of the more notable ones were the Max and Victoria Dreyfus Foundation grant, which awarded $15,000 to support a scholarship program for women seeking new careers; the National Workplace Literacy grant, funded by the U.S. Dept. of Education, which created a cooperative program with local industry to provide for employers to offer basic literacy training to its workforce; the Helene Fuld grant, which provides on-campus training for the computerized patient care delivery systems by establishing computer linkage with a local hospital system; and the SMTC (Southeastern Manufacturing Technology Center) grant, which was awarded $526,243 in its third year of operation to enable Greenville Tech to provide training and consultation to small and medium sized

manufacturing firms in the Upstate so that they may improve their competitive position.

Tech Taps Into Industry

Overseeing the activities of SMTC is the Southeastern Institute for Advanced Technologies (SIAT), which had a banner year, offering more training programs, courses and workshops to area business and industry than ever before. Always advancing in the technologies it offers, SIAT is Greenville's premiere training center for Instructional Video Display (IVD) instruction and quality management. It also saw an increase in the number of requests for metric conversion training, which can be attributed to the Upstate's rapid rate of globalization. In short, the very heart of industry's future lies in SIAT.

Another big winner in industry training during FY 1990-91 was Special Schools. Working with the Greenville Chamber of Commerce and the State Development Board, Greenville County's Special Schools Program helped bring manufacturing giants Hitachi and Mita to the area, giving an enormous boost to local economic development. Training has begun with both companies, and feedback has been extremely positive. Nowhere in the country will you find a Special Schools-type training program as strong as the one we have here in our state.

Tech Taps Into Communities

Greenville Tech's newest off-campus site, Greenville Tech - Greater Greer, saw tremendous growth during 1990-91. The number of course offerings and class sites were expanded, and a new administrative office was acquired through a local donation. The Building Committee continues to search for suitable locations to build a permanent campus in Greer, but in the meantime the college receives a great deal of support from the people in the Greer community.

Residents of the Golden Strip look forward to the expansion of Greenville Tech at the Golden Strip. College officials expect to begin development of that campus in the very near future.

Formulating Policy

In his second year of tenure on the President's Education Policy Advisory Committee, Greenville Tech President Tom Barton played a vital role in developing the future role of our nation's education system. Many of the sweeping changes President Bush's policy calls for have a direct influence on the nation's community colleges, much of which is due to Dr. Barton's constant efforts to keep the other committee members informed of the pivotal role that community colleges are playing in the future of our nation's workforce. As chairman of a subcommittee appointed to review President Bush's goals for student achievement and science and mathematics, Dr. Barton makes it his duty to ensure that community colleges are placed in proper perspective of the overall education policy.

What It All Boils Down To

In April 1991, Dr. Barton received an important phone call from the White House asking him to attend a formal announcement given by President Bush regarding the nation's education policy. He was also asked to bring with him a Greenville Tech graduate who could accompany the President during the announcement. Two days later, in front of a national audience of millions, David Kelley, a 1987 graduate of the Engineering Electronics Technology Department and a current employee of Michelin Tire Corp., was recognized by the President as an example of what could be accomplished for America's work force under his new education policy. It was a proud day in David's life and a proud day in Greenville Tech's life, as both were recognized for their outstanding efforts to become the very best in their fields.

HORRY-GEORGETOWN TECHNICAL COLLEGE

Horry-Georgetown Technical College has had an exciting and challenging year. Overall curriculum enrollment for academic year '90-'91 was up 14.5%. Continuing Education enrollment was up 18% over the previous year. Long range plans for all three campuses were developed, a major new Capital Campaign was initiated, and three major grants were submitted.

At the beginning of the academic year, the college opened the new AVX Technology Center, and a master plan for the Conway was developed. This plan calls for the construction of a Student Services and Learning Resources Center to be built, replacing Building 300 and creating a complete inner campus mall.

A master plan for Georgetown was created, calling for the construction of a comprehensive new facility northwest of the city. This new "Georgetown Higher Education Center" would support the academic programs and services of the college and the Coastal Carolina extension program.

A preliminary master plan has been developed to create a new entrance for the Grand Strand Campus off 67th Avenue, along with significant expansions of the parking space. The plan also identifies the sites of several future buildings; however, a comprehensive plan for the campus is just being developed.

During the last year, the college received notification of a three-year, $450,000 Title III Federal Grant, which began to support the implementation of the AA/AS degree in October. The administration targeted the Federal TRIO program as the major initiative for the year, and a $750,000 application was filed. Working with the local school districts, the office prepared a $650,000 TECH-PREP (Carl Perkins) grant to the State Department of Education.

The college's Associate in Arts and Associate in Science University Transfer Program began with an outstanding fall quarter enrollment of 176 students. While some students later transferred into other curriculums, the program continued to grow throughout the year. It was further enhanced by the formal articulation agreement signed by HGTC and USC Coastal Carolina and heralded in local newspapers.

The college's new Radiologic Technology Program has also been an unqualified success. Interest has been so keen that a Pre-Radiologic Technology Program was instituted to accommodate all qualified applicants.

The Associate Degree Nursing program, offered by USC Coastal Carolina and housed on HGTC's Conway Campus this year, was phased out by Coastal. This past spring saw state approval for HGTC to begin offering the ADN program fall quarter 1991. Competition for limited enrollment space has necessitated the establishment of a Pre-Nursing Program to accommodate all qualified applicants.

From Horry-Georgetown's outstanding personnel, two were chosen for their exceptional talents, tireless dedication, and long time employment at the college. Math instructor, Judy Roth, was chosen as the college's "Outstanding Faculty Member," and Dorothy Graves was selected as the "Outstanding Staff Member." Earlier this year, Marilyn Harrison, Dean of General Studies, Computer

Education, Business and Allied Health Division was chosen as the "Outstanding Technical Educator of the Year" in the Administrator/Manager category. The college is enriched by their contributions of time and talent.

One of the major achievements of the year was the completion of the Institutional Effectiveness plan for the college. The Planning Council and its new Institutional Effectiveness Committee completed their work on a comprehensive plan calling for the drafting of a full assessment of the effectiveness of the college in 1991-92.

This year's Commencement kicked off the College's 25th Anniversary. The college was honored to have the "Father of the South Carolina Technical Education System," Senator Ernest F. Hollings, as the key speaker on this momentous occasion. Additionally, the college developed a new logo to celebrate the occasion and to signify the broadening of curriculum offerings and community involvement.

MIDLANDS TECHNICAL COLLEGE

Services to Students

Following a fall enrollment of 7,532 students, double digit increases were recorded in all four quarters of 1990-91, with over 25,486 students (duplicated head count) registering for credit courses, up 10.3 percent over 1989-90. An additional 28,692 persons participated in continuing education programs.

The college processed 12,511 applications for admissions and tested 6,641 people, including 1,426 students at local high schools. The admission rate of applicants increased to 87 percent, up from 86 percent in 1989-90. During 1990-91, 1,123 students graduated, with 64 percent of these obtaining Associate Degrees. The number of Associate Degree graduates increased five percent over 1989-90. Graduate participation in the annual commencement ceremony grew to 378, a 14.5 percent increase over the previous year.

Other services to students are highlighted below:

Counseling and Career Services served a total of 27,306 persons in 1990-91. Over 96 percent of all clients/students using Counseling and Career Services during 1990-91 rated the services as excellent.

Financial aid totaling $3,571,280 in federal aid was provided to 5,390 students. The college awarded 64 scholarships totaling $13,484.

Sponsored student life events related to career and personal development involved over 2,500 students, up 10 percent over 1989-90. A total of 16,018 persons (duplicated count) received services through Student Life in 1990-91. Student Life sponsored fall and spring softball teams, two basketball teams and a volleyball team.

Ninety-five percent of the students assessed on ASSET now participate in "Student Orientation for Success" seminars. This represents over 70 percent of the entering student population.

Registration hours were expanded to provide greater flexibility in scheduling students, and Student Success Seminars were extended to Saturdays, as part of the integrated assessment/orientation process for new students.

Over 25,500 student transactions involving transcript transmittals, enrollment verifications, address changes, changes of academic major, etc., were processed by the Student Record Office.

More than 1,300 new students were advised through the new advisement centers.

The Dental Clinic saw over 1,500 patients in 1990-91 and earned over $12,000.

Specialized support services programs provided assistance to students with personal and academic counseling, peer tutoring, interpretative note-taking, reading and writing services. The Center for Adult Learners provided personal counseling and support services to more than 700 adult learners. Tuition costs and child care assistance were provided to over 100 single parents and homemakers.

Over 320 unemployed or disadvantaged/low income persons received

training under JTPA, Title II and Title III programs. Seventy-nine students were successful in acquiring full-time employment.

The college's employment/continuing education rate for 1989-90 graduates was 95.5 percent, up 5.5 percent over 1988-89. Over 867 students participated in job seeking workshops, compared to 250 students the previous year.

Other student opportunities included: A career day attended by over 800 students and 40 community employers; College Transfer/Military Opportunity Day, involving 114 students, 16 senior institutions and nine military organizations; 575 hours of note-taking, reading and writing services for students with physical and/or learning disabilities; five Employers Present Programs for 251 students and a newsletter published by the Center for Adult Learners.

The used textbook buy-back period was extended from four days each quarter to a year-round buy-back resulting in better services to students. Additional cash registers at the Airport Campus and Beltline Campus were added, providing faster service by eliminating long lines during rush periods. Vending services were expanded on Airport Campus with additional machines in Saluda Hall.

Grants totaling $113,004 under the Carl Perkins Vocational Education Act were obtained to provide services for single parents, homemakers and persons preparing to enter "nontraditional" career fields. The request for proposal for the Single Parent-Homemaker Project received an anticipated funding level of $88,578, making it the highest in the state.

The college was awarded $156,913 from the U.S. Department of Labor, Title II-A, for the job training of students. It was also awarded $220,889 under Title II/EDWAA, to serve 225 dislocated workers.

The Governing Board of the Center for the Study of Black Experiences in Higher Education at Clemson approved a grant submitted by Counseling and Career Services for a proposal, "Black Experience in Higher Education." MTC is the first technical college to receive an award from the center.

A retention-tracking program was developed to identify high-risk students for the development of proactive intervention strategies. Retention tracking of single parents and homemakers served by the Center for Adult Leaners, revealed a 69 percent retention rate over three terms, significantly higher than the average for two-year colleges.

Marketing staff administered the ASSET test in all high schools in all of the districts in Richland, Lexington and Fairfield counties (except Swansea High School) and selected schools in Newberry and Kershaw counties. Marketing staff also gave the ASSET test in adult education centers and in Richland County's correctional facilities. Tests were followed by post-assessment counseling and a series of follow-up letters. In addition to the testing in the high schools, the Marketing Division has proposed and helped pilot on-site college admission, fee payment and financial aid counseling.

The Access & Equity office received funding from the Commission on Higher Education Access & Equity grant for the second year.

The first USC/MTC Connections program was established for minority students as were ties with the South Carolina Alliance for Minority Participation in Engineering and the National Science Foundation.

This year, we began an initiative with the Columbia Housing Authority that has benefitted underprivileged students and helped them to enroll in our programs. The Housing Authority was adopted as the civic project by this year's Ambassador Assembly.

A special publication was created targeting minority students and a tracking system set in place for personal contact and follow-up with all continuing and stop-out minority students.

An Information Center was opened on the Airport campus.

Academic Programs

The college's emphasis on academic excellence was evident in the variety of programs and services offered and the success of our students in the classroom and on the job. Highlights of the academic year are listed below.

For college-wide programs that required state or national certification exams, the average pass rate was 90.3 percent. Programs with 100 percent pass rates in 1989-90 included: medical laboratory technology, nuclear medicine technology, radiologic technology and dental hygiene.

A precedent-setting articulation was implemented between Midlands and Columbia Bible College (CBC). The agreements allows CBC Students to earn the equivalent of a technical "minor" or even a major to compliment the religion and ministry studies at CBC.

Adopt-A-School programs with Rosewood Elementary and E. L. Davis Elementary involved record numbers of students. The Midlands Math Meet involved children from all local schools in an on-campus math competition.

Many new courses and new course adaptations were developed and offered including: ENG 215 - science fiction as literature, ENG 282 - African American fiction, BIO 114 - zoology, PSY 031 - allied health assessment, CRJ 271 - criminal justice internships, and BIO 125 - botany. Initiatives in the Arts grew dramatically this year including these performances: Shakespeare in the Park, Tooth or Consequences, and Lysistrata.

The college was selected as one of only 63 national sites for the Toyota automotive technical education network (T-Ten) to train level Toyota technicians for all of South Carolina.

The Southeast Manufacturing Center (SMTC) and the Computer Integrated Technologies Center served a total of 125 firms.

The largest honor class ever, 189, was inducted into the Alpha Eta Kappa Chapter of Phi Theta Kappa, the national community college honor society.

A total of 26 classroom research projects were conducted by faculty.

Stylus, the college's literary magazine issued its fourth edition.

The library conducted a survey of 41 day, evening and weekend classes on both campuses to determine if students wanted the library open during the weekend. A review of the surveys returned indicated students wanted the library open during the weekend hours. The ATLAS (Library System) Upgrade was installed, increasing the effectiveness of the system and setting up the Airport Library for down loading of residual manual cataloging functions.

Over 470 professionals in the area were active in 39 different academic program advisory groups.

Support of Community and Economic Development

Continuing education programs supporting personal and economic development grew to over 1,674 programs serving 28,692 students in 535,573 contact hours. This represents 13 percent more programs, 21 percent more students and a 19 percent increase in revenue.

During 1990-91, the three-center concept was initiated in continuing education. They are: micro-computer technology, professional and economic development and seminars and conferences.

Prison enrollment at Stevenson and Broad River Correctional Institutions remained stable throughout 1990-91.

Community support for an off-campus program in Winnsboro was evidenced by the approval of the college's budget request of $57,000 for 1990-91.

Fort Jackson's active duty enrollment dropped dramatically with the Desert Shield/Desert Storm campaign. Enrollment is recovering with the return of the troops from Saudi Arabia.

In conjunction with the S.C. Department of Education, Student Development Services hosted the Seventh Annual Counselors' Conference. The conference received a 96 percent satisfaction rate from the record 173 persons in attendance.

The 11th "Educators-In-Industry" course was taught by Midlands Technical College personnel and provided intensive career training and three hours of graduate credit through the University of South Carolina. Twenty-five educators from seven school districts in the Midlands participated in the course.

Seminars and workshops on Midlands Technical College's programs and services were presented at over 42 area high schools and middle schools, a 100 percent increase from last year.

Community testing services were provided to 5,505 persons for 22 professional exams.

The college hosted the 4th Annual S.C. Displaced Homemakers Conference. The organization's national president was the featured speaker.

Thirty Try-Non-Traditional (TNT) outreach programs attracted 577 persons. The college also hosted three Career Success seminars for 114 high school students and community adults.

The office of Student Life helped support the Carolina Children's Home at Christmas with gifts, food and a party for the children and teens.

Student Life raised $600 for the March of Dimes by participating in the Walk-A-Thon. Students distributed over 1,000 red ribbons for "MADD" to promote awareness of alcohol abuse.

Counseling and Career Services staff completed cooperative agreements with the Department of Social Services to serve Work Support clients during FY91.

The MTC Alumni Association (MTCAA) membership increased by 61 percent during the 1990-91 fiscal year. The free "one-year membership" to new graduates campaign continues with some success.

The "Independence House" project sponsored by Continuing Education to train mentally handicapped adults in entry-level computer applications won the South Carolina and Southern Regional Award for innovative program of the 1990 year.

The Division of Continuing Education started 13 percent more programs in 90-91 than one year ago, served 21 percent more students, and increased revenue 19 percent.

The Center for Micro Computer Technology received two awards for their program with the Independence House: South Carolina Association of Continuing Higher Education Most Innovative Program; Association of Continuing Higher Education Regions Seven Distinguished Non-Credit Program Award.

The Governor's Initiative for Workforce Excellence explained training programs available to 3,174 employees and asked them to volunteer to have their basic skills tested. 1,848 took the basic skills test and 732 employees signed up for training programs at 25 different companies in the Midlands Region. 654 completed training programs between June 30, 1990 and July 1, 1991.

Community testing services were provided to 6,693 persons for 28 professional exams, a 40.2 increase over the previous year. Exams included the Educational Entrance Exam, the National Board for Respiratory Care, the American Registry of Radiologic Technologists, the Certification Exam for Social Workers, the Automotive Service Excellence Exam and the Professional Golf Association Exam, among others.

The college hosted various workshops and on-site team visits by other two-year college admissions and assessment staff, with training provided to more than 60 college personnel in areas such as admissions SIS applications, Allied Health and Nursing admissions, and student assessment processes using ASSET.

The Admissions Office coordinated with the college Marketing Division to pilot on-site admissions processing in two local area high schools and participated in presentations with the Columbia Housing Authority, the local adult basic education program and other colleges.

Positive community feedback was indicated by 99,291 community contacts in our Information Centers, a 41 percent increase over last fiscal year. We received an average of 960 written requests for information each month during the year.

Electronic media buys gave the college a total of 1.4 million impressions in the Columbia MSA market. Print advertising in the State newspaper appeared on 49 days and with a total of 20 million potential impressions.

Our display was in the community for 50 weeks of the year at sites including the lobby of the Governor's office, AM90, the S.C. Education Convention, Business Expo, Women's Expo, area malls and public high traffic areas.

The college participated in the regional Black Family Summit and made presentations throughout the area's minority community.

Faculty and Staff Development

All staff in the Student Development Services and Institutional Effectiveness Division participated in at least one professional development activity during 1990-91.

"Connections," a customer service program for staff, was purchased with Title III funds. Leaders have been trained and staff identified to participate in initial sessions which will be offered college-wide on an ongoing basis.

Student Entry and Enrollment Services dean and directors have served as session presenters at numerous regional and national conferences: the Southern Association of College Registrars and Admissions Officers (SACRAO), the American Association of Community and Junior Colleges (AACJC), the American Association of Higher Education (AAHE) Assessment Forum, the ACT Regional Workshop Series on Student Success and Institutional Effectiveness, the Annual Institute of the Community College Consortium on Student Success and Institutional Effectiveness, and the Leadership Institute for Student Affairs Officers in Community Colleges.

The programming staff was trained on the newly installed FOCUS report writing software and training of other college personnel initiated. Approximately 150 faculty and staff were trained to use Electronic Mail on the VAXcluster.

Counseling and Career Services assisted in the coordination of a state wide conference entitled "Accessing Independence." The workshop was presented by the State Tech Services for Students with Disabilities Peer Group.

Staff from the Career Resource Center assisted the C.M. Tucker Center, a state facility for the Mentally Retarded, in designing a career development program for its employees.

Counseling and Career Services staff coordinated the administration of the Education Entrance Examination for the SC Department of Education. Three exams were given to 1,024 candidates.

The faculty development workshops held by Dr. George Baker involved over 200 full-time and part-time faculty in sessions focusing on teaching techniques.

The MTC Health Fair was held in April, 1991, on Airport and Beltline Campuses. "Weight Watchers at Work" classes were coordinated throughout the year. The Employee Assistance Program was initiated January, 1991.

Project Teamwork was initiated in fall 1990 to involve over 60 persons in discussions on how to improve the quality of the college work environment and to enhance the institution's capacity to deliver quarterly services to students and the community. The objectives of the project were to create a work culture supportive

of all employees as worthy human beings working together to accomplish the college's mission.

Jean Mahaffey, dean of Arts and Sciences, Tom Reeves, professor of biology, and Ron Drayton, chair of mathematics, completed their respective Ph.D. degrees. Alan Grier, professor of mechanical engineering technology, and Keith Quigley, professor of electrical/electronics completed, their respective master degrees.

Support Services

Quality support services are essential to student success and institutional effectiveness. Numerous services helped make 1989-90 so successful.

The college's Dial-a-Job phone line was implemented. This service provides general information on vacancies currently available.

Minority hiring objectives have been achieved in the minority nursing and male instructor categories.

The relocation of self-service copiers on both Airport and Beltline Campuses has provided better suited equipment to serve the client, and has increased "cost per copy" savings by eliminating overage charges and "less than minimum" charges that resulted from nonaligned machine/volume machine placements.

The development of a system-generated trial balance and income statement in accordance with AICPA and State Board standards from the Financial Records System has been completed.

The college assumed a leadership role in the technical aspects of the Tech system-wide computer semester conversion project.

The bookstore increased sales by 15 percent for 1990-91, showing an overall increase of 28 percent during the past two years. Increased sales has enabled us to purchase in volume, allowing us to sell merchandise at lower prices.

Campus security has been upgraded by employing a full-time campus policeman on Airport and Beltline Campuses and adding "radio-phones" to communications systems.

The Resource Development Unit facilitated the receipt of 33 grant awards for a total of $2,240,511 in direct cash funding and equipment value.

The college received over $20,000 in student scholarship, grant-in-aid, and loan funds from the Midlands Technical Educational Foundation, and awarded these funds to 55 deserving students. The college received an additional $18,779 from the Midlands Technical Educational Foundation to support (1) faculty training within the CIM Center for Curriculum Development; (2) an ongoing faculty/staff recognition program; (3) the purchase of a college piano; and (4) the general advancement of the college. Total money from the foundation to MTC increased by about $6,500 over 1989-90.

Renovation of Wade Martin Hall (first and second floors), the Classroom Building (Phase II), Granby Hall (Graphics Area) and Saluda Hall has begun. DVS renovation in the Academic Center and modifications to Science and Allied Health

facilities have been completed. Installation of external building signage and updating "Campus Maps Locations" has been accomplished. Further, installation of employee office door signs for Robinson Hall, Academic Center, Lexington, Congaree and Granby Halls was completed.

The Master Facility Plan for the college was reviewed and updated.

The college modified/streamlined parking requirements by eliminating student vehicle registration, improving faculty/staff parking and utilization of parking facilities in general.

A Local Area Network within the Personnel Office for file sharing was implemented. A record number of job applications and hiring actions were processed.

A fixed asset program for audit purpose was developed and implemented. An accounting system for distributing telephone costs to cost centers was developed and implemented.

Purchasing policies and procedures were revised and simplified to offer the maximum flexibility possible and still meet legal requirements.

A systematic procedure for receiving, maintaining and completing computer programming requests was developed and implemented.

Institutional Effectiveness

The second phase of Project Cooperation, a national three (3) year pilot project sponsored through two affiliate councils of the American Association of Community and Junior Colleges, was implemented to assess value-added by the college experience through a variety of student outcome methodologies. This second phase included a series of student surveys and the initiation of student "exit testing" on the Collegiate Assessment of Academic Proficiency (CAAP).

The college surveyed a cohort of continuing and non-returning students on nationally standardized survey instruments to assess differences in perceptions of continuing students and "leavers" to identify primary reasons for students non-returning and to relate this information to national findings for two-year college students.

Phase I of the Retention System Project was completed.

The college's leadership role in institutional effectiveness provided opportunities for various faculty and staff to serve as hosts, presenters and consultants to 59 colleges and organizations on the implementation of effectiveness activities.

Grants from the American Association of Community and Junior Colleges/ Kellogg Foundation and the State Board for Technical and Comprehensive Education supported research and field testing of assessment instruments and a state workshop on effectiveness methods.

The college initiated an assessment calendar, assessment forums to communicate data and an internal newsletter on effectiveness in 1990-91.

The college completed three institutional effectiveness reports to the Commission on Higher Education: Alumni Followup, Retention and Attrition

(1988-90) and Licensure Exam Results for 1990-91.

A new computerized student evaluation of instructor systems was implemented this year and the overall student rating of instruction was a 4.5 on a 5 point scale, with 5 being the highest.

Over 99 percent of continuing education students evaluated course offerings three or better on a four-point scale.

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

Orangeburg-Calhoun Technical College reports an annual enrollment of 2,366 students during the 1990-91 academic year. This is an increase of 9% over the 1989-90 academic year. Student full-time equivalents (FTE) increased by 11% over the 1989-90 academic year.

Enrollment increased each quarter by an average of 15%. The average number of students enrolled each quarter during the academic year was 1,300.

Student recruiters attended 12 Educational Opportunity programs and provided admissions services to over 38 area high schools. Approximately 900 high school students participated in our ASSET testing program that was administered in the area high schools. College and career information was distributed among the high schools as well as area business, industry, Chambers of Commerce, National Guard and Reserve Units, and various community agencies.

Recruiting and marketing have resulted in an acceptance of over 1,100 students for the Fall 1991 quarter. This is a 10% increase over last year's figures.

Efforts were made this year to increase the efficiency and services provided to students through the college's assessment program. A new Assessment Director was named and the entire assessment process was evaluated and streamlined. These efforts resulted in utilization of on-campus college placement services to 1,756 applicants during the 1990-91 academic year. An additional placement exam for the Nursing Division was administered to 185 nursing applicants for admission to the Fall 1991 nursing curriculums.

The Student Affairs counseling staff, with the assistance of computer services, has developed a program which identifies "at risk" students and generates a quarterly report that is used by counselors to offer assistance.

The college sustained midyear reductions in state funding. Conservative management prevented a loss of effectiveness in supporting the college's mission. Advances were achieved in making financial information available on line to program managers.

Orangeburg-Calhoun Technical College continued to maintain and improve its physical facilities through implementation of comprehensive planning. The campus signage project was concluded with the building of entrance walls which clearly delineated the two major entrances to the campus, roofs were replaced on the eight original buildings, insuring their usefulness for years to come. The Bookstore and Print Shop were being enlarged at year end to accommodate an increasing level of activity.

Revenues for 1990-91

State Funds	$4,636,419.00	48%
Federal Funds	2,140,592.00	22%
Student Tuition	1,329,760.00	14%
Orangeburg County	554,300.00	06%
Calhoun County	97,800.00	01%
Sales and Service	716,040.00	07%
Other income	217,907.00	02%
	$9,692,818.00	100%

Continuing Education

The Continuing Education Division grew in size to serve 3500 students, generating approximately 195,000 contact hours of training.

South Carolina Electric and Gas entered its fourth year of an Electrical and Electronics Instrumentation apprenticeship program. Commercial Drivers License review courses targeted skills necessary to pass the driving portion of the CDL exam, customized for employees of SCE&G and the SC Department of Parks, Recreation and Tourism. Approximately 80 drivers participated in this training. This incorporates classroom and hands-on appreciation training.

Customized computer training was held for 24 industry participants who completed a one year Computer Operator Apprenticeship program registered through the Department of Labor, Bureau of Apprenticeship and Training. Participants came from industries such as Triangle Tool, American Yard Products, Teepak, and First National Bank of Orangeburg.

The Electromechanical Resource Center grew in services and delivery. The center provided training to such industries as Exxon Company, USA, Fiber Industries, Hughes Aircraft, Milliken & Company, and Union Camp Corporation in South Carolina as well as venturing outside the state to assist R.J. Reynolds in Durham, NC.

The Southeastern Manufacturing Center (SMTC) satellite started its first year on our campus. The local SMTC introduced a new FRONTLINE LEADERSHIP program into our manufacturing plants.

Institutional Effectiveness

The college was chosen as a demonstration site for a national project to develop more effective ways of assessing student learning and institutional effectiveness. O-C Tech was one of twelve two-year colleges invited to participate in *Project Cooperation,* a collaborative effort of American College Testing (ACT) and two councils of the American Association of Community and Junior Colleges (AACJC) - and the National Council for Student Development (NCSD). During the first year period, O-C Tech has developed and implemented a program for outcomes assessment that might also serve as a model for use by other two-year colleges. The focus of the program is to determine what students have learned as a result of their college experience and on how colleges can facilitate student success.

Foundation

A new program, the Educational Assistance Fund, was established by the O-C Tech Foundation this Spring. The fund will provide financial assistance to faculty and staff furthering their education in a job-related field. Funds raised through the annual in-house drive will be matched by the foundation to support this program.

Trilvia Hutto, a realtor with the Moore Company in Orangeburg, was invited to serve on the Orangeburg-Calhoun Technical College Foundation Board.

Federal Programs

The college received an Instrumentation and Laboratory Improvement grant from the National Science Foundation for the Machine Tool Technology program. The grant will support a curriculum development project by enhancing laboratory instruction through the use of Computer Numerical Control workstations.

The college began the fourth year of its successful five-year Title III Strengthening Institutions grant. Each of the five activities has contributed significantly to the development of the college. These activities include the establishment of a Counseling and Career Development Center, an on-line card catalog/reference system in the Gressette Learning Resource Center, a professional development program for faculty and staff, an Academic Support Center providing instructional resources for both students and faculty, and the development of a Medical Office Assistant degree program and a Business Equipment Technology Repair course.

The college has entered the fourth year of a five-year Title III strengthening institution grant. Each of the activities contribute to the development of the college. The student affairs component includes the career planning process as a part of the Counseling Center. The Career Planning Center offers an abundance of information to interested persons through videos, books, pamphlets, and career assessments. Those assessments normally used are: the Myers-Briggs Type indicator, Career Assessment Inventory, Self-Directed Search, and the computerized assessment DISCOVER and SCOIS.

A career development component has been developed for use in the Psychology 103 classes and career workshops. It is offered to our students here at O-C Tech, the general public and high schools in our area.

The Retention Committee, which includes faculty and staff, report an increase in the student retention rate for each of the last four years.

The college has joined with the Orangeburg County School Districts, Calhoun County School Districts and three business sector representatives for the purpose of promoting the development of career education. "Preparation for the Technologies" will be funded under the Carl Perkins Vocational and Applied Technology Approvement Act of 1990. In November, the college hosted a Tech Prep Advisory Committee. The purpose of the advisory committee was to introduce the Tech Prep concept to the public schools in Orangeburg and Calhoun counties.

The Women's Center, funded under the Carl Perkins Sex Equity Program, experienced a very productive year. A total of 40 women between the ages of 17 and 25 participated in activities including career exploration, industry tours, individual career counseling, self-esteem workshops, and life skills workshops. A total of ten Women's Center participants received tuition assistance.

Veteran enrollment totalled 142 for the year 1990-91. An estimated amount of $90,000 was disbursed to these students in educational benefits. Currently, 14

new students have enrolled for the Fall Quarter 1991. Increased enrollment is expected in the future due to the Persian Gulf War and Chapter 30.

The US Department of Education has approved funding for the Upward Bound program's second year from June 1, 1991 until May 31, 1992. The Upward Bound program is one of the Trio Programs involved with students considered the first generation to attend college with incomes meeting the federal guidelines.

The Upward Bound program is currently serving seven high schools in both Calhoun and Orangeburg counties. There are 50 students in grades nine through twelve enrolled in basic skills classes during the Academic and six-week Summer Components. There are ten Bridge Component students enrolled in their first college English and mathematics courses during the Summer Quarter.

This academic support system offers tutorial services in English, mathematics and science and counseling workshops on social issues. In the Career and Cultural Components, students are exposed to new discoveries. The "Sigiplus" computerized career assessment system assists students with information on various occupations. Attending cultural activities such as the Leontyne Price concert at the Koger Center of Performing Arts allows students to expand their appreciation for the fine arts. Student leaders attended a City Council meeting to observe its activities.

Alumni Association

The newly-formed Alumni Association continues to grow in membership. The Association presented the winner of the Miss O-C Tech pageant with a savings bond, and has established a "Commitment to Excellence" award to annually honor one outstanding faculty member.

DIVISION HIGHLIGHTS

Health Sciences Division

Health Sciences Division highlights include the addition of new clinical affiliations for the Radiologic Technology program with Providence Hospital and Aiken Regional Medical Center and for the Medical Laboratory Technology program with Providence Hospital and Richland Memorial Hospital. These are in addition to prior affiliations with The Regional Medical Center of Orangeburg and Calhoun Counties, Kershaw County Memorial Hospital, Colleton Regional Hospital, and Baptist Medical Center.

A Kramex mammography unit was donated to the Radiologic Technology department by the Diagnostic Imaging Center.

The Respiratory Therapy Technician program established a chapter of the Lambda Beta Honor Society, with four charter members. This society recognizes outstanding respiratory therapy students throughout the nation.

Medical Laboratory Office Assistant students have benefitted from a new program which brings in members of the community from clinical affiliates as guest speakers throughout the year to help prepare the students for the clinical environment.

All departments in the Health Sciences Division have experienced tremendous growth and are participating, for the first time, in a formal Certification Ceremony in August for all students graduating this year.

The Nursing Division continued to expand, with enrollment in Associate Degree Nursing and Practical Nursing reaching an all-time high. Evening and Health Science Certificate enrollment also drastically increased, with 190 evening students and 230 Health Science Certificate students enrolled summer quarter. The performance of both Associate Degree Nursing and Practical Nursing graduates on the NCLEX exam continued to surpass 93%. Because of the large enrollment, the Associate Degree Nursing Department had to hold separate pinning and capping ceremonies for the first time.

The DHEC approved Geriatric Care Assistant Department added an evening curriculum and continued to coordinate the Nurse Aide Competency Evaluation Program, including participation in Manual Skills testing for state certification.

Computer Technology and Business Divisions

The Computer Technology and Business Divisions continued to improve and upgrade the computer skills of the instructors. Training in Word, Advanced Pagemaker, Harvard Graphics, and Novell Networking were taken by all instructors in these divisions. A networked computer laboratory was established for advanced students. All software was updated to reflect the changes in the service area. Curricula were revised taking into consideration new technology.

Arts and Science/Public Service Division

The Arts and Science/Public Service Division was formed beginning Fall Quarter, 1990. The Division is responsible for all General Education courses, the College Transfer courses as well as the Criminal Justice program, Security Certificate program and the General Studies Certificate program.

The addition of the College Transfer program allows students to complete the first two years of college work at Orangeburg-Calhoun Technical College and then transfer to a four-year institution to complete their bachelor's degree.

During the academic year 1990-91, the Criminal Justice Department, in conjunction with the Continuing Education Division, continued to offer Constable Training as well as recertification training for law enforcement personnel. Of the sixteen Criminal Justice graduates, approximately 75% of them were either placed in curriculum-related jobs or decided to continue their education at a four-year institution.

Industrial Division

The Industrial Electricity/Electronics diploma program and the Industrial Electronics Technology degree programs enjoyed a 36% increase in overall enrollment in 1990-91.

The development of a course in industrial robotics began this year. The Industrial Electronics Department acquired two robotics training systems manufactured by Rhino Robots. The faculty is in the process of integrating this course into the existing curriculum during the 1990-91 year. Power system training equipment was acquired from Lab-Volt to provide hands-on training for Industrial Electronics students in the Electrical Power Systems course.

The Industrial Electronics Technology faculty continued to develop resource material for use in the College's Student Resource Center. The use of the Resource Center by IET students has resulted in improved academic achievement and has had a positive effect on program retention.

The Machine Tool Technology curriculum at Orangeburg-Calhoun Technical College applied for a matching grant to purchase computers and software to set up a CAD-CAM lab. The department was awarded $19,000 through the National Science Foundation. All computers and software have been received and construction has been started on an existing shop area to provide adequate space and environment for the computer lab.

The Diesel department received one FC540V 17HP air cooled engine from the John Deere Service Department to be used in its program.

Wannamaker Chevrolet donated a 1990 C 1500 Chevrolet half-ton pickup truck to the Automotive Department for instructional use. This vehicle will give students the opportunity to become familiar with the latest in automotive technology.

Technology Division

The Electronics Engineering Technology program was approved to be offered at Orangeburg-Calhoun Technical College in Fall 1991.

The eighth class of the Forest Products Technology Department graduated in May 1991. Six graduates finished the program this year. Two of these graduates have elected to continue their education, one graduate has been employed by a forest products industry, and the other three graduates are working at unrelated jobs.

The market for Forest Products graduates this year has not been good. The slump in the industry is a result of low housing starts and a generally poor economy on a state and national level.

As of July, applications for Fall Quarter 1991 have increased over last year. Presently, eight students have paid a reservation fee for Fall Quarter 1991.

Work towards converting to the semester system has been progressing on schedule. The Forest Products curriculum will add a summer session when the conversion is made.

Developmental Studies Division

The Developmental Studies Division served a total of 630 people during the 1990-91 academic year. A total of 107 people passed the General Educational Development (GED) test. The division also served as a provider of basic skills for five industries within our service area in conjunction with the Governor's Initiative for Work Force Excellence.

Four faculty and staff members from the division upgraded their computer literacy skills by completing CPT 101 - Introduction to Computers. In addition, two faculty and staff members completed 16 hours in the MS DOS/Wordperfect course and received a certificate.

The Chairperson of the division received the "Outstanding Service Award to Students" from the South Carolina Association of Developmental Educators (SCADE) at their annual conference in 1990-91.

Academic Support Center

A DACUM was conducted for the Electronics Engineering Technology program that will be implemented during 1991-92. Academic program reviews continue. Extensive development of enrichment materials for assisting at-risk students' transition into curricula is continuing. Interactive video modules developed to supplement purchased enrichment modules. Content-specific, computerized testing was used in eighteen courses. Extensive support was given to faculty during course conversion periods.

Learning Resource Center

The Gressette Learning Resource Center installed its new on-line catalog, providing keyword access to 30,000 books using the Columbia Library system software. Using Novell netware, a local area network of microcomputer was installed, providing the public access not only to the on-line catalog, but also to map programs, photographs of the staff, an on-line tutorial for the catalog, and Wordperfect.

Title III funds were well spent in the Learning Resource Center, providing a major impact on strengthening the education program at the College. Students now have computer-aided access to the journal literature as well as the book collection through the on-line catalog and the CD/ROM databases.

Computer Center

During the fiscal year of 1990-91, the Computer Center continued to expand its services to the administrative and academic divisions of the college by way of additional terminals being installed and users trained in the use of the computer system to assist them in performing their duties at the college.

The VAX computer lab was updated with new CRT terminals to provide our student instruction with the latest technology available.

The Computer Center continues to provide the following programming languages: COBOL, FORTRAN, PASCAL, BASIC, "C", and RPG for academic programming instruction.

Special Schools

Special Schools trained 107 trainees for jobs with three different Orangeburg County Industries: American Koyo and Bearing Manufacturing Company, Metal Leve, Inc,; and Applied Engineering Co.

Personnel

The Personnel Office was faced with a monumental recruiting task at the beginning of the 1990-91 year. In addition to recruiting and hiring a new Director of Personnel, fifteen instructors were recruited and hired, including seven to staff the newly-approved Associate in Arts/Associate in Science degree program.

The college has made substantial progress over the past five years in meeting its Affirmative Action goals. As a result, the college recently received a congratulatory letter from South Carolina Human Affairs Commissioner James E. Clyburn for having achieved over 70% of its overall goals.

PIEDMONT TECHNICAL COLLEGE

As 1990-91 came to a close, Piedmont Technical College was preparing to celebrate its 25th anniversary, and construction of the final phase of the college's original master plan was nearing completion.

In preparing for the college's silver anniversary, original and early administrators, faculty and staff were invited to the campus to discuss the college's early years. The history of the college is being written and will be published by January. Anniversary celebrations will begin at graduation in August and will continue throughout the year.

Among other highlights of the past year was the opening of the Laurens County Center. The official ribbon cutting ceremony was held in July. A variety of regular curriculum and continuing education courses are scheduled for the fall quarter.

The college was also named the South Carolina Resource Center for Total Quality Education. Coordinated by the Continuing Education Division, the center will assist the other 15 technical colleges to identify, develop and deliver high quality programs for businesses and industries in their areas. The center will also have the responsibility for total quality networking within the state and will provide support to the State Chamber of Commerce in its effort to promote total quality.

Foundation

The Piedmont Technical College Foundation continued its Anniversary Campaign, bringing many new supporters and new scholarships from the surrounding areas. The campaign has brought in more than $460,000. Donations for equipment came from F.L. Aerospace, Fuji and Monsanto. Area companies making donations for scholarships included Greenwood Medical Society, Elliott Davis & Company, Knight-Ridder, Newberry Electric Cooperative and Greenwood Sertoma Club. Other companies making donations to the Anniversary Campaign included NCNB, Kemet Electronics Inc., Cooper Power Systems, West Point Pepperell, Dorn Banking Co., Quality Woodworks, Eagle Construction Co., Kaiser Aluminum, C&S and Abbeville Shirtmakers. The Alumni Association held its annual phonathon and raised more than $5,800 in pledges which will be awarded as scholarships to seven students. The foundation awarded scholarships to one first year student from each supporting county and to three returning students. The college received its first year of funding from Title III. The money will be used in three areas: administration improvement - to improve planning and institute the process of quality improvement; academic quality improvement - to develop a system for assessment, to increase quality of academic advising and to improve the teaching/learning process; student development improvement - to improve college retention, to develop a peer advisement system and to develop a system for assessing learning outcome. Also, Institutional Research developed a computer student retention system.

Academic Highlights

The year has been a busy and productive one for the academic divisions of the college. Working with Lander College on several agreements, Piedmont has made it easier for its students to fit courses into their schedules and to make the transition from a two-year college campus to a four-year college campus for those who want to transfer. The two colleges established the Plus One program in January. This program allows a full-time student at either institution to take a single course at the other institution. Piedmont also shared an English instructor with Lander this year; the instructor spent half of her teaching time at Lander and the other half at Piedmont. Two Piedmont instructors also taught in the developmental math and reading labs at Lander this year. Piedmont and Lander also initiated an agreement allowing students at each institution to take a class at the other if the class was already filled at the home institution. Piedmont has written articulation agreements with 22 other institutions. Also, South Carolina State College continued offering a B.S. degree in electronic engineering technology on the Piedmont campus. The State Board of Nursing gave approval for the college's associate degree nursing program to double the number of students admitted and to offer an advanced placement track for licensed practical nurses who want to enter the ADN program. Preparation for the quarter to semester conversion is completed, and all divisions are currently in the process of actively converting course models and descriptions. Piedmont's TECH PREP program officially got underway this year. The coordinating board was selected, and Jane Rauton was named coordinator. The board held a kickoff orientation conference in November for area teachers and administrators. An Instructional Improvement Council was established to carry out the requirements of the academic quality improvement section of Title III. The council identified technical and general competencies for each curriculum and each competency was correlated to specific courses. The council is currently surveying employers to see if the college is meeting these competencies. Also, the council has changed to a new testing system - ASSET - and has developed a new advisement system.

Continuing Education

The Continuing Education Division saw an increase in the number of students enrolled in courses as well as an increase in the number of courses offered to the public, business and industry. The Manufacturing Certification Program, one of the few in the state, had a tremendous amount of success this year. Many area industries, including Greenwood Mills, Fuji, Torrington, Capsugel and Professional Medical Products, gave this program their total support. The program offers training in quality management, employee/employer responsibilities, team building, statistical process controls and provides an overview of procedures used at that particular company. Upon successful completion of the course, individuals have an opportunity for employment by the company. The college hosted its first historic preservation and economic development conference in April with the Abbeville

County Development Board and the S.C. Humanities Council. There was a surge in interest in health care courses, particularly in the nursing assistant program. Commercial Driver's License review courses were expanded during the past year to accommodate the increase in the number of participants. The college also worked with the South Carolina Criminal Justice Academy to host teleconferences for training law enforcement officers. More than 1,200 law enforcement officers attended the teleconferences held every two weeks. Continuing to offer a variety of seminars, the college focused on quality with teleconferences by Dr. W. Edwards Deming and Tom Peters and a seminar with the popular and dynamic speaker, Mildred Ramsey. In the area of contract training for local businesses and industries, the college saw an increase as companies became more interested in training their employees in team building, conflict resolution and problem solving. Community interest courses continued to be popular with people of all ages. Some of the more popular courses included beach shag, Camp Learnalot for children, basket making, gold prospecting and sign language. Piedmont joined the other colleges with the addition of the Southeastern Manufacturing Technology Center. Tex Johnson has had a busy year visiting area businesses and industries discussing how technology can benefit them and conducting surveys for them on how to increase their productivity.

Special Programs

As more and more companies become involved in the quality process, they are also becoming more interested in training their workforce. This has been reflected in the number of companies and employees participating in the Workforce Initiative program at Piedmont. Sixteen industries in the seven-county support area participated in the program with almost 500 employees. The Workforce Specialist conducted orientations for almost 1,500 employees and assessments for almost 1,300.

With the goal of meeting the educational needs of the economically disadvantaged residents of the area, the JTPA program is always attuned to ways to make education affordable and a reality for those willing to work for it. During the past year the counselors reached 336 residents through the Title II-A program and 118 dislocated workers in the EDWAA program. The Diversified Career Training project had an 85 percent rate of employment. Also, JTPA continued its successful computer assisted instruction project.

Student Development/Activities

Piedmont's Student Development Division continued to look for new and innovative ways to involve students in campus activities, to motivate students to succeed academically, to recruit outstanding students and to cultivate leadership potential in students. One such program is the annual Leadership Retreat which involves faculty, staff and students. This weekend retreat grows in popularity each year as a way to become more involved on campus, to get to know faculty and staff

and to develop leadership skills. More than 40 faculty, staff and students participated in the third retreat. The newly implemented College-High School Partnership program had much success its first year. After identifying 45 black seniors at Greenwood High School, the minority recruiter worked with these students to generate an interest in the program. Activities included a "get acquainted" session, a career awareness workshop, a campus tour and career counseling. Another new program initiated this year grew out of the Guidance Advisory Committee. This group formed a Crisis Management Team and offered training to more than 80 high school guidance counselors in the seven-county support area in how to deal with crises. Also, the college named its first team of Student Ambassadors. Five students were selected to assist the president when needed to represent the college in the community or on campus, to speak to the Board of Visitors, county councils, etc. Other activities conducted by this division included:

- Fall Convocation.
- High School Career Fairs which brought more than 1,200 area high school students and 600 tenth graders to the campus to learn about career opportunities and technical education.
- Adult Learners program, an orientation program held each quarter. More than 80 participants learned about the admissions process, how to apply for financial aid, how to prepare to take the placement test and how to choose a career.
- Fifth annual Student Services Conference which brought student services personnel from all over the Southeast to the college campus to learn more about quality in educational institutions, legal issues facing today's colleges, academic/student development partnerships and student retention. The theme for the conference was "New Directions for Student Services."
- Employer Information Day which brought more than 40 employers to the campus to talk to students about career opportunities.
- Financial Aid Night held at 17 area high schools.
- Carroll Williams Student Assistant Fund which assists students with emergency financial situations. Faculty and staff contribute to the fund individually and through fund raisers such as quarterly luncheons. Often students pay back what they have borrowed from the fund once they get back on their feet financially.

Piedmont's student organizations and students also had an outstanding year:

- The South Carolina Association of Data Processing Directors awarded two of its five scholarships to Piedmont students, Sharon Bledsoe of Saluda and Pamela Willingham of Waterloo.
- Teresa H. Berry of Saluda received the Educational Resources Foundation Scholarship.
- The second graduating Associate Degree Nursing class had a 96 percent passing rate on the NCLEX-RN (National Council of Licensure Exam for Registered Nurses).
- Mildred Ridge of Ware Shoals was selected as one of 50 recipients of the Helene Fuld Health Trust Fellowship. She will attend the fourth annual International Intensive Care Nursing Conference in Vienna, Austria.

- Seventeen members of the Student Nurses Association attended the national conference of SNA in San Antonio, Texas. The group received the Heavy Metal Award for having more than 50 members and won the Environmental Contest for its newspaper drive. The group was also recognized at the state convention in February for outstanding leadership and community service. Karen Hilliard of Greenwood was selected for Who's Who in the Student Nurses Association of South Carolina.

- Psi Beta Honor Fraternity hosted a Faculty Appreciation Drop-In.

Special Events

More than 50 area crafters participated in and more than 3,000 people attended the 14th annual Foothills and Skills Craft Show.

The college co-sponsored the third annual quality conference with PEP (Piedmont Excellence Process). Almost 300 representatives from businesses and industries attended the day-long conference.

The Board of Visitors welcomed 70 new members from the seven-county support area.

Piedmont faculty, staff and students held a spontaneous ceremony on the front campus to honor those from the college and the area who were involved in Operation Desert Storm.

Outstanding students were recognized for their achievement during the 17th Honors Assembly in May. Academic awards were given to 47 students and service awards went to 45 students.

A panel discussion with representatives from three area industries was held at the summer Faculty/Staff meeting. They discussed qualifications they look for when hiring employees and what faculty can do to prepare graduates for today's competitive job market.

Administrators, student ambassadors and board members met with county council members from the seven-county support area to provide an update on institutional issues and plans for the coming year.

Business/Industry Relationships

Piedmont and PEP (Piedmont Excellence Process) offered a 45-hour course on statistical process controls for 18 area high school math teachers. Participants visited local industries to see how SPC is used.

Monsanto sent several groups of employees to Piedmont to "learn a new trade." Employees with more than 25 years of experience with Monsanto received mechanical electrical/electronic training. This area of maintenance is generating a new breed of employees equipped to perform a variety of functions in modern industry. The first 300 hours of training is completed on Monsanto's time; the final 1,200 hours is completed on the individual's time.

Tech Leaders

Piedmont has had several of its employees recognized during the past year for oustanding contributions on the job. These include:

Shirley Lawrence, math; Wanda Hill, Continuing Education Division, community resources coordinator; and Lena Warren, health science dean, were chosen by their peers as Outstanding Educators.

Carolyn Kelley, procurement officer, received the designation of Certified Public Purchasing Officer. She is one of two in the state.

Lena Warren was named dean of the health science division.

SPARTANBURG TECHNICAL COLLEGE

Sharing technology to improve our quality of life.

Shaping lives for a better future.

That's what Spartanburg Technical College does best, and during the past year the college was able to contribute to the area's growing economy by providing quality instructional programs and services to the people who live, work and do business in Spartanburg, Cherokee and Union counties.

The college realized a 16 percent increase in opening quarter student enrollment over 1989.

Of the nine technical colleges receiving approval from the Commission on Higher Education to offer an Associate in Arts and Associate in Science degree program beginning Fall 1990, Spartanburg Tech led the state in first-time enrollment for both degree programs. Combined enrollment for the two new programs was 180 students. The college received a positive visit from a SACS (Southern Association of Colleges and Schools) committee in May 1991, and anticipates program accreditation in December 1991.

A new Landscape Management certificate program was also implemented during the past year. In addition, the college received CHE approval to offer a Textile Management Technology associate degree program beginning Fall 1991.

Associate degree programs receiving re-accreditation visits during the past year included Medical Laboratory Technology, Radiologic Technology and Surgical Technology (committee actions pending).

This year, the Upstate Tech Prep Consortium was formed to plan the implementation of the Tech Prep curriculum in high schools in Spartanburg, Cherokee and Union counties. Spartanburg Technical College hired a Tech Prep Coordinator to work with school districts in beginning the program. The college submitted a proposal to obtain funds from the South Carolina Department of Education on behalf of the Upstate Consortium in June 1991. If received, these funds will assist each district with teacher training, counselor training, publicity and recruiting.

During 1990-91, Spartanburg Tech received $777,744 in grants to support special programs, to improve the college, and to purchase updated equipment. Laboratories used to teach computer technology and engineering technology were updated thanks to two matching grants from the Appalachian Regional Commission. The new equipment will allow the college to provide state-of-the-art training to students so they will be prepared for careers in local business and industry. The college also received its fifth and final year of funding from the United States Department of Education under the Title III Strengthening Institutions Program. As a result, the college improved academic advising on campus, developed a college foundation and improved quality instruction.

The college was able to develop and implement an academic advising program as part of a Title III funded student retention activity. The college's Retention Task Force visited three community colleges with exemplary advising

programs and gathered information from which it modeled its program. In addition, all faculty at the college received in-service training on the developmental approach to academic advising this year. An Advisor's Handbook was developed, and will be available to faculty in Fall 1991.

Spartanburg Tech organized the governing board for its newly-formed foundation, and completed an analysis of the giving potential of area business and industry leaders in the three-county area which the college serves.

The college completed its Title III Quality Assurance project by developing and revising course guides for all remaining college programs. Over a five-year period, the college has developed 415 guides and outcomes assessment evaluation charts to assist faculty in providing quality instruction.

The Spartanburg Tech Women's Center received funding from the South Carolina Department of Education to provide special support services for women enrolled in nontraditional programs and for single parents who need assistance with child care expenses. In addition, the Spartanburg County Foundation provided $25,000 to help single parents pay their day care expenses while enrolled at the college. During the year, 157 women received support through the Single Parent/ Homemaker Program.

The college was able to strengthen its program for sensory impaired students through a $43,000 grant from the S.C. Department of Education. An "Innovative Technical Training (ITT) Resource Center for the Sensory Impaired" was established to gather and disseminate information about how technical colleges can better serve sensory impaired people. A statewide network of service providers at all technical colleges was developed. In addition, assistive technology and other resources were purchased and are available to loan to other colleges. During its fifth year of operation, the Cooperative Program for the Sensory Impaired, a joint effort between Spartanburg Tech and the South Carolina School for the Deaf and the Blind, helped 41 students with hearing or sight impairments toward reaching their full potential of independence.

Success Network, the college's students support services program, served 175 students this year primarily in the areas of tutoring, study skills and counseling. A three-year Student Support Services grant was awarded by the U.S. Department of Education to provide special support services for disadvantaged students. In FY 1990-91, the program received $100,000.

Spartanburg Tech continued to increase financial aid funds for students. Pell Grant funds increased by 28 percent from 1989-90 to 1990-91. Supplemental Education Opportunity Grants increased by eight percent and the College Work Study Program provided work opportunities to 33 percent more students in 1990-91.

Over 2,500 students and graduates utilized the services of the college's Job Placement Office this year. The Job Placement Office also began a quarterly graduate follow-up process in 1990 which has increased the college's ability to track graduate employment. In addition, a five-year graduate follow-up survey of 1983-84 graduates was completed.

The college's Continuing Education Division served 4,969 students in FY 1990, a 22 percent increase over 1989. In an effort to continue to expand services, over 60 additional companies were contacted to inform them of the training capabilities of the Continuing Education Division. In addition to traditional Continuing Education course offerings, programs were expanded to include community interest classes. Some 453 students participated in these classes which ranged from photography to sewing.

Spartanburg Tech's Initiative for Work Force Excellence led the state in the number of programs developed during the past year with 43 active workplace learning programs.

In 1991, Spartanburg Technical College was designated as the newest regional service provider for the Southeastern Manufacturing Technology Center (SMTC), a technology transfer program housed at the University of South Carolina. Through the SMTC, Tech assists medium and small manufacturing firms in the development of modern operating techniques and the implementation of advanced technology in the workplace.

The college's Job Training Partnership Act (JTPA) program exceeded all goals established by the Private Industrial Council (PIC) for the year. A total of 182 students were served through a Summer Youth Program, which was recognized by the PIC as an outstanding program in 1990.

Spartanburg Tech's newly-implemented textbook buyback program proved to be of tremendous value to the college and its students. This year, textbook purchases increased from $2,220 to $9,067.

For the third year, Spartanburg Technical College was selected to receive the first place award for landscaping and maintenance presented by the Spartanburg Area Chamber of Commerce.

Over 10,000 area residents enjoyed food, entertainment and activities during the college's fourth annual Community Thank You Day in April 1991. This was the largest event hosted by the college in its 29-year history.

SUMTER AREA TECHNICAL COLLEGE

After experiencing a year of dramatic changes, Sumter Area Technical College is facing even more significant changes in the 1991-92 school year. Among the changes at the two year college last year, perhaps the most significant was a dramatic increase in enrollment. The college set enrollment for fall quarter increasing by 5%, winter quarter up by 12%, spring quarter showing a 28% jump, and summer enrollment up by 66%. Full time equivalent student enrollment for summer quarter was 86% above the 1990 level. Sumter Tech had the largest percentage increase of any South Carolina college among new freshmen in the fall 1990 quarter. In that quarter, freshmen enrollment increased by almost 56%.

During the 1990-91 school year, Sumter Tech implemented several new programs, including the Associate in Arts and Associate in Sciences degrees, which prepare students for transfer to four year colleges. The programs have already produced one graduate, a student who transferred to Francis Marion College in Florence. The college also held its first Transfer Day, involving over a dozen colleges which sent admissions personnel and recruiters to assist the prospective transfer students at Tech.

Tech's emphasis on community service programs also continued in 1990-91. After the Campbell Soup and Interlake plants announced closings, Tech assisted displaced workers with placement services, course offerings and other programs designed to ease the transition, develop new skills and strengthen the economic environment of the area. Instructors and staff members from Continuing Education, Student Affairs and credit programs came together to expedite the assistance. Over four hundred Campbell workers benefitted from the programs, including over one hundred who enrolled in credit courses.

Continuing Education also provided ongoing training and education to the May Plant of E. I. DuPont de Nemours in Camden. The Sumter Tech program assists DuPont in implementing a revolutionary software training package, Quality Learning Systems (QLS), which incorporates an interactive, self-paced multimedia approach in a comprehensive package. Continuing Education provided training to many other businesses and individuals.

The Sumter Tech/USC-Sumter nursing program continued its success, with 100% of last year's graduates passing the state nurses' exam. Only two other colleges in South Carolina achieved a 100% rate. Enrollment in the nursing program doubled, as the college received approval from the State Board of Nursing to enlarge the program. Plans for the new Health Sciences Building were finalized, with construction scheduled for completion in Fall 1992. The program also received a two year extension of its approval from the State Board of Nursing. Other Allied Health programs in the Health Sciences Division experienced similar success and growth.

The college, which is the largest college in the four county service area of Clarendon, Kershaw, Lee and Sumter counties, also added a new financial aid service which utilizes a computer to notify students immediately of their eligibility

for financial aid programs which help students in financing a college education. Financial aid director Bob Hedstrom can now notify applicants immediately of the amount of assistance to be awarded upon enrollment.

Several Sumter Tech students were honored by their selection for statewide scholarships. Nancy Crenshaw, a nursing student, was awarded the prestigious Educational Resources Foundation Scholarship, and two Sumter Tech students were awarded the only statewide scholarships for technical college students by a national Elks Lodge foundation. The Sumter Area Technical College Foundation awarded 40 scholarships to outstanding students, who are known as Technical Scholars, at the college.

The college also started several new Student Affairs programs, including Starbound and Pathways. The programs were implemented to allow students to explore continuing their education in new ways.

The South Carolina Environmental Training Center (ETC), a statewide training/education facility, was singled out for recognition by the state legislature and other agencies. The Center's Director, Dr. William Engel, was recognized as the Environmental Educator of the Year. The center's accomplishments also contributed to the decision by a national environmental business to donate a valuable piece of laboratory equipment for use in environmental training. The enrollment showed a 100% increase in the number of students in college credit courses.

The first annual Math Meet, a cooperative program with Sumter county school districts #2 and #17, was held in May. The effort was coordinated with the Midlands Technical College Math Meet. The project encouraged students to excel and compete in mathematics. A tremendous success, the program will be expanded to include more area schools in the coming year.

Also in May, the college was visited by a team from the Southern Association of Colleges and Schools (SACS), which reviewed the new transfer degree programs and services offered by the college. The SACS team will make its report later this year. SACS is the regional accreditation agency for two and four year colleges.

The college became affiliated with the Southeastern Manufacturing Technology Center (SMTC) in 1991. Dick Berry will serve as Sumter Tech's SMTC representative.

Sumter Tech's Shaw Center began offering Saturday courses last year. Saturday classes have now been scheduled at the Main Campus as well. Enrollment at Shaw Center continued to expand.

The Management Information Systems department at Tech, which operates the college computer, implemented a new student information system (SIS) and installed a new processor, both of which contributed to a more efficient registration process for students and staff members.

The college also expanded the list of colleges with which it has articulation agreements for the AA/AS programs. Currently, the list of colleges accepting courses includes Clemson, USC, South Carolina State, The Citadel, College of Charleston, and Francis Marion.

TECHNICAL COLLEGE OF THE LOWCOUNTRY

Surpassing enrollment goals in a year marked by "Desert Storm" deployments and state economic woes is but one of the many significant achievements of the Technical College of the Lowcountry (TCL) during the 1990-91 academic year. While the college experienced a mid-year decrease in state funding, local funding increased very slightly, remaining essentially level.

The guide to TCL's success is "Vision for the 1990's", a document that clearly and succinctly outlines the college's long-term goals for carrying out its mission and its philosophy to be student centered in all of its endeavors. This year as part of its commitment to serving students effectively and strengthening the sense of ownership by all those associated with the college, TCL implemented "Connection", a college-wide on-campus customer service training program. The program is designed to communicate to all employees what characteristics of the college contribute most directly to student retention and satisfaction.

The college's Enrollment Management Committee, working with the Office of Institutional Research and Planning to project enrollments, targeted the recent high school graduate, the military/military dependent, the young adult, and the over 40 markets. Enrollment increases of 9% for Fall, 15% for Winter, 23% for Spring, and 11% for Summer reflect the rather substantial success of that committee. Steadily increasing numbers of students are drawn to TCL from the more rural and isolated areas of the Lowcountry. The college's fall enrollment of 1210 is the highest in the past decade.

Instruction Achievements

TCL's continued growth is based on two fundamental commitments: to provide quality instruction and to meet the individual goals and needs of each student. At TCL, a qualified, dedicated, caring faculty and staff provide a stimulating environment for learning.

With the initial offering of the Associate in Arts (AA) and the Associate in Science (AS) degrees in the Fall of 1990, TCL began fulfilling actually for the first time its mission of "providing comprehensive educational opportunities within the geographic and economic reach of the citizens in the college's service area." During the year the college signed three significant agreements with University of South Carolina at Beaufort (USCB): an agreement regarding reciprocal library use, an articulation agreement for transfer of courses from TCL's new AA/AS programs, and an agreement for USCB to deliver the required science courses for the AA/AS programs. Throughout the year, TCL continued to promote articulation agreements with senior colleges and universities.

The college also began offering certificates in basic electronics, avionics, basic human services and general education. In May the college received approval from the Commission on Higher Education to offer the Associate Degree in General Business on Hilton Head beginning in the Fall.

Also, in the last year TCL received funding through a grant from the American Association of Community and Junior Colleges to develop humanities offerings and a "Culture and Technology" course. In addition to the Fall In-Service Program that introduced the academic year, each major area of the college--Instruction, Student and College Development, and Fiscal Affairs--conducted division-wide educational sessions. Many of these focused on the AA/AS programs, ensuring that these programs were implemented smoothly. Others focused on the planned conversion in the Fall of 1992 to the semester calendar. For the first time, TCL developed and disseminated a handbook for adjunct faculty and provided them with in-service activities.

As the college plans for the implementation for the Semester Calendar in Fall 1992, faculty and staff have been involved in professional development activities focusing on semester conversion. In an effort to ensure that faculty are up-to-date, the college also promoted appropriate individual professional growth activities. Faculty attended seminars in such areas as Computer Aided Drafting (CAD), developmental education, and other topics that related specifically to their academic disciplines. New faculty attended on-campus sessions devoted to effective instructional techniques.

Instructional equipment purchases during the year included equipment for avionics, computer processing technology, aquaculture, and the Learning Resources Center.

Academic Initiatives

The college completed an Eisenhower Grant which enabled TCL to provide computer literacy training for teachers in the Jasper County Schools. Recently TCL received a second Eisenhower Grant of $45,414 to work with USCB and with the science instructors in the Jasper and Beaufort County School districts to develop curricula in Marine and Environmental Sciences for secondary schools. TCL also received a grant from Clemson University to incorporate aquaculture concepts into the agriculture vocational curriculum statewide. Throughout the year, representatives from TCL and the school districts worked diligently to develop a proposal for the Tech Prep Initiative. The program was initiated as a reaction to increasing demands from students and employers that educational institutions be more responsive to their needs. A soaring high school drop-out rate and a pressing need for an educated and trained work force were also key motivating forces.

The college has also been an active member of the Hilton Head College Center which provides one convenient, central campus on Hilton Head Island for Technical College of the Lowcountry, University of South Carolina at Beaufort, and the University of South Carolina.

Student and College Development Highlights

Each of the federally funded Trio Programs--Talent Search, Upward Bound, and Student Support Services--was funded again at increases ranging from 5% to 60%. The 60% increase in funding for Student Support Services included hiring a counselor for college transfer purposes. TCL's nationally acclaimed JTPA Program was awarded an increase of 57% in its annual funding and a $9,850 incentive bonus for exceeding its goals.

TCL has strengthened its relationships with the high schools in the college's service area through the continued implementation of its award-winning program, "Careers and Choices: An Intervention Partnership." The program received increased private sector funding from the Alcoa Foundation, the International Paper Realty Company, and the United Telephone System. TCL also implemented the Talent Search Initiative in the middle schools. In the spring, TCL hosted its second annual luncheon for high school counselors. TCL's most recent "Access and Equity" initiative, the Black Male Mentor Program, enlisted the time, energy and enthusiasm of many community leaders. The pilot program matched twelve ninth grade boys from single parent households with male mentors of similar backgrounds. The program's two-week academic session and cultural enrichment activities were designed to promote the importance of education as part of self-development. The Access and Equity Program compliments and enhances other programs for minority students at TCL, including the Upward Bound, Talent Search and Careers and Choices Programs.

To better serve the students on campus, TCL began providing Tutoring Center services to evening students, and in June 1991 TCL began offering JTPA workshops in job competencies. Other major initiatives in 1990-91 included Project PACE. TCL completed its second year of participation in Project PACE (Project for the Assessment of Collegiate Education), TCL's name for its participation as one of thirteen two-year colleges in the national Project Co-operation. As the first students participating in this project graduated, they were assessed in the areas of reading and writing, providing assessment information for the Institutional Effectiveness Program.

Foundation

Since 1983, raising scholarship funds has been the priority of the TCL Foundation. Presently, area businesses, corporations, foundations and individuals support fourteen, ongoing, full-time tuition scholarships for TCL students enrolled in Associate Degree, Diploma or Certificate Programs. Additional donors provide funding for qualified students to receive stipends for school related expenses. The 1990-91 annual faculty/staff campaign administered by the foundation exceeded previous years' fundraising goals. In total, the foundation raised over $75,000 for scholarships, program assistance, and equipment purchases benefitting the college. "Connections" was implemented with foundation funds from the 1989/90 faculty/staff campaign.

Special Events

In February TCL celebrated cultural diversity through a week-long series of activities including exhibits of art from high school students, a panel discussion examining career paths, a panel discussion involving the civil rights legislation, a community church chorus celebration, and an after-hours reception celebrating black history which included arts and crafts. Over 700 members of the community attended these events.

The college continued to encourage community use of its facilities. During the last year approximately 55 groups used the campus facilities for a total of 519 hours. The most notable and extensive use of campus, however, is not included in these figures: Columbia Pictures' use of TCL gymnasium for several weeks as one of the three key Beaufort locations for the filming of "Prince of Tides." The availability of TCL's free space convinced Barbra Streisand, the film's producer/actress, to choose Beaufort as the filming site. Another partnership developed from the need for several of the actors to learn Lowcountry dialect and culture. A TCL faculty member added the coaching of actor Nick Nolte in the dialect of the Lowcountry to his full teaching load during the summer. The interaction also extended to TCL students. There were several opportunities for building construction students to see the set during construction and learn about the differences between real and set construction.

Continuing Education

The Continuing Education Department developed partnerships and co-sponsorships with business, industry and agencies within the four-county service district. Professional development and job upgrading seminars and courses were co-sponsored with agencies and organizations including the Small Business Development Center, the Greater Beaufort Chamber of Commerce, Professional Women of Hilton Head, the Beaufort Conservation District, and the South Carolina Department of Archives and History. Business and industry for which tailored courses were developed included The Savings Bank, the Marine Corps Air Station, Central Electric Cooperative, Royal Golf & Tennis and Daufuskie Island/Haig Point.

The Commercial Driver's License exam preparation course was implemented this year on the TCL campus. Truck drivers from many area businesses, including Cleland Construction, Chavis Moving, Allied Van Lines, and Southern Soya, completed the course. Also, a Reserve Police Officer Certification course was implemented in the last quarter of this year and has shown consistently high enrollments.

TCL's Continuing Education children's education program and summer camp were developed successfully. A part-time coordinator of children's programs was added to the staff. These programs have filled a community need and have met with acclaim.

To serve the Lowcountry more effectively, TCL's Continuing Education Department scheduled five sessions per year in order to offer more frequently

courses in high demand. Sensitive to the current economic and employment climate, the department offered business and computer courses and professional development seminars with greater frequency.

Physical Plant

During the last year attention continued to be directed to improving the physical plant. Renovations to Owen, Coleman, and Anderson Halls were completed. A new parking facility was created on Reynolds Street; an existing parking facility between Coleman Hall and Building 6 was resurfaced, enlarged, and lined; and the existing lot between Anderson and Moore Halls was paved for the first time. New lighting on both the West and East sides of campus was installed. Both the exterior signage on campus and the interior signage were completed.

During the year, TCL obtained space for classes at the Palmetto Federal Bank building in Ridgeland. The new classroom space which is more accessible for students from Jasper County, is in addition to TCL extension centers in Hampton and Hilton Head.

This past year the "Vision for the 1990's" provided the college's faculty, staff, and administrators with a strong sense of direction and motivation. To strengthen the college's role in the community, TCL increased its visibility and communication with community leaders, agencies and businesses. For the first time, TCL quarterly course schedules were mailed to 58,000 households in the four-county service area. With the launching of TCL Update, a new quarterly publication, the Technical College of the Lowcountry reaffirmed its commitment to serve the citizens of the Lowcountry.

TRI-COUNTY TECHNICAL COLLEGE

"Thinking Globally, Serving Locally: A Shared Vision of World-Class Status" is the focus of the college's Strategic Plan that was implemented last year, and this vision will guide the college's advancement for the next four years.

The nine strategic goals shown below are at the center of the vision. Along with the statement of the goal, progress recorded this year is shown.

Tri-County Technical College will:

1 - increase the number of full-time instructors, with priority given to those departments having the highest part-time/full-time ratio.

Target - Faculty Growth

Progress was made in developing a computerized system for monitoring the ratio of contact hours taught by part-time and full-time faculty each quarter. This information was used for identifying the immediate need to employ faculty for the Science, Industrial Electronics and Industrial Mechanics departments.

2 - provide facilities, services and equipment necessary to produce graduates capable of functioning successfully with the technology required by employers.

Target - Equipment and Facilities Development

Long-term plans for increasing and maintaining the college's fleet of motor vehicles were developed, and we began to develop long-term plans for maintenance, facilities, and equipment.

3 - seek funding and the means to establish competitive faculty and staff salaries.

Target - Competitive Faculty and Staff Salaries

The Personnel Affairs Committee and director of Administrative Services and Personnel gathered detailed information on salaries and benefits for comparable college and public/private positions and provided recommendations for changes which were presented to the Executive Staff.

4 - continue to develop, implement and maintain a distributed, user-friendly computer information network supporting faculty, staff and students with accessible, timely, accurate, relevant data and supporting academic programs with appropriate software, hardware, and systems.

Target - Campus Computer Utilization

Through funding from the Title III grant, excellent progress was made toward identifying, planning, and implementing hardware, software, and training for staff and academic advisors; increasing the college's use of the local area computer network; and initiating computer training of faculty and staff.

5 - increase the number of minority students and faculty/staff.

Target - Minority Representation

The faculty/staff began to coordinate plans with the external Access and Equity Advisory Committee. Efforts this year focused on developing methods for better monitoring and reporting data which will be instrumental in increasing the enrollment, retention, and graduation rates of minority students.

6 - develop and implement a faculty/staff development program that reflects college priorities.

Target - Faculty and Staff Development

Again, thanks to Title III funding, progress was made toward examining faculty/staff development programs at other two-year colleges, determining on-campus people who can provide faculty/staff development activities, and implementing programs.

7 - obtain from employers increased partnerships and financial support.

Target - Employer Support

Six new partnerships were developed and activities were initiated for recruiting three additional companies/consortia.

8 - identify, develop, assess and teach, across the curricula, the cognitive, affective and psychomotor competencies needed by associate-degree graduates.

Target - Student Competencies

Progress was made toward identifying the college-wide competencies, producing a five-year plan for developing college-wide student competencies, and increasing the College's literature/holdings on issues related to student competencies.

9 - develop and implement an aggressive marketing/recruitment program for student enrollment to exceed the growth rate of the service area.

Target - Marketing Initiative

Initial steps were taken toward identifying strengths and weaknesses of the existing marketing structure at the College, assessing the division and department marketing needs, and implementing a plan for market research. Title III funds will make it possible to move expeditiously next year toward accomplishing this goal.

Other significant accomplishments this year:

Tri-County shared awards from the U.S. Department of Education and the American Association of Community and Junior Colleges naming the Partnership for Academic and Career Education as the best Tech Prep program in the nation.

With a $414,638 grant from Title III of the U.S. Department of Education, the college embarked on a five-year plan to enhance institutional effectiveness, enrollment management, student competencies and health education.

Total enrollment climbed by 17.6 percent to a total of 18,282 students in all programs.

Through the Access and Equity Advisory Committee, the initiative to recruit and retain more black students and faculty/staff were intensified.

The Health Education Division was created to administer the college's six health programs.

Membership in the state's first World Class Training Center climbed from the initial enrollment of seven companies to nine manufacturing companies and one service agency.

Dedication ceremonies in April marked the official opening of the Industrial and Business Development Center, Tri-County's first on-campus facilities for continuing education programs and Special Schools.

Scholarship endowments grew to a total of $863,748.

Test results showed that the passing rates for graduates of nursing, practical nursing and surgical technology were well above state and national rates on certification exams.

Investments this year in Textile Management Technology scholarships brought the total investments of area textile firms to $942,000. These scholarships have gone to 721 students in the past 18 years.

The Applied Microelectronics Center provided services to 466 technicians and engineers in industry and 31 members of technical college faculties.

TRIDENT TECHNICAL COLLEGE

Trident Technical College marked the 1990-91 fiscal year with a renewed commitment to excellence, making exciting strides in new leadership, new facilities and new students.

New leadership evolved as Dr. Mary H. Dellamura, the college's interim president for six months, was named president in June by the area commission. Dr. Dellamura became the first woman president at Trident and only the second in the state technical college system. Ground was broken and construction was substantially completed on a much-needed new facility, the $5 million, 38,400-square-foot Student Center Building on Main Campus in North Charleston to accommodate all student services functions. And Trident welcomed a record number of new students as student enrollment increased dramatically throughout the year. Fall Quarter 1990 enrollment reached 6,895, an increase of 7.8 percent over the previous Fall. Winter Quarter enrollment was 6,250, a leap of 16.53 percent over last Winter, while Spring Quarter enrollment mushroomed to 6,767, an increase of 18.11 percent over last Spring. Summer Quarter showed an even larger gain with enrollment of 5,276 (unofficial), a 20.2 percent increase over last year.

ACADEMIC AFFAIRS

College Transfer programs continued to be the college's fastest growing with a 94 percent increase in two years. Enrollment in Associate in Arts and Associate in Science programs reached 1,088 students. A new 2+2 agreement with The Citadel allowed students to transfer to The Citadel Evening College after two years to complete a bachelor of science degree in electrical or civil engineering. A Semester Conversion Steering Committee was appointed to guide the college's conversion to semesters in Summer 1992.

The Dental Hygiene program admitted its first class of 25 students, followed by the opening of the Dental Hygiene Clinic on Main Campus. The clinic offers exams, cleanings, x-rays and other services to faculty, staff, students and the public. Other new offerings included Child Development Assistant and Human Services program courses offered for the first time at Palmer Campus in downtown Charleston. In addition, the area commission approved a proposal for an associate of industrial technology degree in Radio/Television Broadcasting.

The college's new Instructional Television Fixed Service allowed many more students at sites other than Main Campus to take a variety of courses. During Spring Quarter 21 courses taught by 18 instructors were broadcast from Main Campus to four distant learning locations at Berkeley Campus, Palmer Campus, the Charleston Air Force Base and the Charleston Naval Shipyard. Broadcasting students also gained valuable live on-air training as camera operators for the courses.

The English and Humanities department implemented writing awards to encourage writing across the curriculum. The Biological Sciences department

reorganized to include transfer chemistry courses and was renamed the Natural Sciences department.

Faculty and students won honors in many areas. A General Business department faculty member was elected president of the Academic MAPICS Users Consortium and to the National Education Board of the American Society of Quality Control. A Division of Hospitality and Tourism instructor was elected to the International Board of Directors of the Council of Hotel, Restaurant and Institutional Educators as the two-year program representative. A Hotel-Motel-Restaurant Management student was one of three in the state and the only student from a two-year college to receive the S.C. Tourism Student Award. And Commercial Graphics students won a gold and an honorable mention Student Addy Award from the Advertising Federation of Charleston.

Work was begun to expand the Learning Resources Center at Palmer Campus to include a Law Library, while the Atlas online library catalog was implemented to contain the titles of all newly ordered print and nonprint materials.

The Cooperative Education program moved to the Academic Affairs division to more closely concur with federal co-op guidelines. Trident signed a new co-op agreement with the Charleston Air Force Base, as the number of participants in co-op grew to 319.

Continuing Education

The Division of Continuing Education's noncredit career development courses generated over 10,000 registrations and 115,000 contact hours of instruction. New programs in general contracting, real estate appraisal and commercial driver's license preparation were especially successful, as were new programs in environmental training to help local business and industry comply with DHEC and EPA regulations.

Trident was one of three colleges selected in South Carolina to deliver educational services to BellSouth employees and Communications Workers of America. Apprenticeship programs were in full operation at Alumax, Robert Bosch, DuPont, Gates Tire and Rubber and Westvaco. The Governor's Initiative on Work Force Excellence began new workplace basic skills enhancement programs to serve over 2,200 employees at 13 industrial sites.

The Center for Law Related Education worked with the S.C. Bar Association to serve 753 attorneys with 43 teleconferences and provided 142 seminars and teleconferences for 4,649 law enforcement officers in the Trident area.

Through the Center for Productivity and Technology Transfer, Trident became the third college in the U.S. to deliver IBM's Computer Integrated Manufacturing demonstration showing how computers enhance productivity. The center helped establish the Trident Area Community of Excellence, a community-wide effort to educate public and private organizations in the use of quality management principles. The Southeast Manufacturing Technology Center provided technical assistance to 16 manufacturers in the Trident region and 64 in the coastal

region. The college was designated an authorized CADAM training center and was selected as the first college in the country to deliver training in Audio Visual Connection, a new multimedia IBM software including graphics, video and sound. The college was selected as an authorized training center for Total Quality Transformation, a newly developed total quality training system.

STUDENT AFFAIRS

Student Aid

Pell Grant awards to Trident students increased more than 25 percent over last year: 1,929 Trident students received a total of $3,013,250. Supplemental Educational Opportunity Grants totaling $104,131 went to 156 students, an increase of more than 80 percent over the previous year. Stafford Student Loans were up 16 percent, with $1,452,729 awarded to 757 students.

Career Placement

Despite a recessionary business climate, Trident students earned $1,340,703 in off-campus employment generated by the Job Location and Development program, a nongraduate placement effort funded by the College Work-Study program. The Career Placement office also established Via FOCUS, a data base identifying every Trident graduate since 1985, to aide in direct mail and graduate status updates.

Student Success Center

Central Advising Services advised more than 1,300 students since it was created in September as the newest component of the Student Success Center. Testing Services tested more than 4,000 students. The number of students taking the Computerized Placement Test increased 27 percent over last year. Learning Assistance Services tutored more than 830 students who visited over 2,600 times.

The Student Support Services Project received funding for a three-year period through 1993, with an average award of $105,652 per year. The Single Parent/Homemaker program served more than 150 participants.

Counseling and Career Development Services initiated the first College Day activity. Colleges from across the state sent representatives to provide information to Trident's students. During the year students visited the office more than 9,000 times.

Trident became the first two-year institution to host the annual South Carolina Guidance Counselors Conference in September, sponsored by the Carolina Association of College Registrars and Admissions Officers.

Student Activities

Trident's chapter of the national two-year college honor society Phi Theta Kappa earned international recognition as the recipient of the Distinguished Chapter Hallmark, the Service Hallmark and the Leadership Hallmark awards. Phi Theta Kappa also was recognized regionally with the Best Brotherhood, Best Service Project, Most Distinguished Chapter, Most Distinguished Member and Five-Star Chapter awards.

Trident student organizations completed 115 fund-raising projects to support scholarship programs. Student organizations also conducted 102 service projects with 2,346 volunteer hours contributed to the community and the college. Students had the opportunity to participate in 96 programs offered through Student Activities. The Awards Day program recognized 1,534 students for their academic accomplishments and service to the college and community.

INSTITUTIONAL ADVANCEMENT

More than 1,000 public school students in Berkeley, Charleston and Dorchester counties participated in the fifth annual QUEST: Trident's Academic Competition. Forty-five elementary, middle and high schools took part.

The Berkeley Campus Job Training Partnership Act program exceeded its enrollment goal by 26 percent. Several students became members of Phi Theta Kappa, graduated with honors and began careers. Through the Dislocated Workers program, 73 students enrolled in credit courses at Palmer Campus. The program was implemented on Berkeley Campus and served 47 students from Berkeley and Dorchester counties.

The Access and Equity program served 13 students from the Trident area under the High School Partnership activity, and provided tours of Main and Palmer campuses to 119 students from St. John's, Baptist Hill and Burke high schools and the Cooper River Educational Occupational Center. The Educational Opportunity Center placed 998 clients into 61 postsecondary institutions with financial aid awards exceeding $163,000. Two-thirds of those students enrolled at Trident.

Development

The Development office worked with faculty and staff to develop grant proposals resulting in $1,434,674 to fund the continuation of existing programs and implementation of new programs. The National Science Foundation awarded the college a $48,211 matching grant to fund equipment for a model science laboratory at Palmer Campus where innovative teaching methods will be used to increase students' interest in pursuing careers in science fields. Project Upreach, a sex equity mini-grant funded by the Carl D. Perkins Act, was initiated to encourage at-risk men between 16 and 26 years old to enroll in nontraditional, high-technology

programs. Trident also joined a partnership with four area school districts, Dorchester County Career School, local business and industry to develop and implement a Preparation for Technologies program.

Foundation

The Trident Technical College Foundation managed and provided the funds for 52 academic student scholarships, and professional development funds for 53 faculty and staff members for 137 academic courses. The foundation's internal campaign had an unprecedented 86 percent participation rate from Trident's faculty and staff.

Marketing Services

Marketing Services won an Addy Citation of Excellence from the Advertising Federation of Charleston for the college's 1989-90 Annual Report, and a third place Communicator Award from the Carolinas Association of Business Communicators for the college's recruiting video.

FINANCE AND ADMINISTRATION

The college began a number of building and renovation projects during the year to better serve the burgeoning student population. In addition to the nearly completed Student Center, the schematic design and construction document phase was completed for a new $6 million Learning Resources Center on Main Campus. A complete renovation of Building 500 to house the Commercial Graphics, Film Production and Broadcasting programs was begun. Renovation also was initiated to provide a Student Success Center on Palmer Campus to improve the delivery and consistency of student services.

WILLIAMSBURG TECHNICAL COLLEGE

The 1990-91 academic year proved to be an exciting one for Williamsburg Technical College as the college continued its proud tradition of preparing individuals, businesses and industries for a prosperous future.

Title III

Williamsburg Tech is in the process of completing the final year of a three-year Strengthening Institutions Program grant totaling more than $500,000. Four full-time personnel serve on the Title III staff, and four other college personnel have contributed to projects and release-time activities.

During the past year, Title III staff members worked on the evaluation of the integrated counseling/retention program, the redesign of Developmental Education and upgrade of the Instructional Lab with computer-assisted instruction, and the automation of the Learning Resources Center. Nine new personal computers and accessories were purchased with Title III funds for the Instructional Lab and the Learning Resources Center.

Through Title III funding, a number of faculty members completed undergraduate, graduate and other professional development coursework that assisted them in updating teaching qualifications and competencies.

The new Office of Institutional Research produced numerous statistical studies and reports on institutional trends at Williamsburg Tech. Workshops were held to orient college personnel to information that can be acquired through the research office. Title III enabled the college to publish its first "Fact Book" that will be distributed throughout Williamsburg County.

The Title III grant enabled the college to make significant improvements in the educational process. Through the positive enhancements from Title III funding, the college has kept pace with advanced technology and educational innovations in student learning and institutional management.

Enrollment

Williamsburg Tech continued to make gains in enrollment during the year, posting a 10 percent increase in overall enrollment over the previous year.

Student Support Services

Student Support Services served in excess of 115 students in the areas of tutoring, counseling and cultural enrichment. The scheduled summer cultural event included tours of the African-American Cultural Center and Discovery Place in Charlotte, N.C.

Student Support Services also co-sponsored National TRIO Day activities

at the college with Upward Bound. Rep. Maggie Glover was the guest speaker for the program, which included a performance by The Sounds of Trident.

Upward Bound

The Upward Bound Program at Williamsburg Technical College provides academic, cultural and motivational opportunities for 50 high school students. Special instruction, tutoring and counseling are provided to eligible students. Upward Bound also has a "bridge" program which enables current graduates of target county schools to enroll in college transfer classes at Williamsburg Tech. Funding in the amount of $186,000 for 1991-92 has been received from the U.S. Department of Education.

The college's Upward Bound Scholars Bowl team captured the state Scholars Bowl championship in June 1990 and represented South Carolina in the regional Scholars Bowl in Atlanta in April. The team placed second in the regional competition, defeating Florida and Tennessee before falling to Kentucky in the championship round.

Upward Bound also co-sponsored a National TRIO Day program at the college with Student Support Services.

Job Training Partnership Act

Williamsburg Tech offers manpower training programs that are funded under the Job Training Partnership Act of 1983. Eligible persons receive training in certificate, diploma and/or degree programs. JTPA also offers specially designed courses which may vary in length--from one quarter to six. These specialty programs are designed to meet the training needs of local businesses and industries. Williamsburg Tech's JTPA program recently received $216,000 in funding for its ninth year of operation.

Adult and Continuing Education

The occupational advancement courses were most popular in the areas of safety, health service and communication. The Adult and Continuing Education Division developed Commercial Driver's License courses to help drivers prepare to take the written CDL tests.

The first class of South Carolina State Constable trainees successfully completed their training at the college. In addition, the college's Nursing Assistant program was approved by the Department of Health and Environmental Control for the second year.

The most popular seminar at the college was "How to Handle Problem Employees". Both the Deming teleconference and the AMA's 4th Annual Secretaries Briefing attracted more than 30 participants. The Discovery Lecture Series' *The Infinite Voyage* teleconference was enjoyed by local high school science students. Other agencies are finding teleconferences to be popular as well.

The Learning Resources Center is continuing to install a system that will allow electronic checkout and inventory.

Retention

A special retention program called "REACH" (Retention Enhancement Through Academic/Career Help) was designed and implemented through funds from the college's Title III grant. The REACH program brings together in a coordinated manner assessment, early warning and support systems to identify and serve students who have academic, personal and career needs. The philosophy behind this special program is to reach out and provide students with support services.

Work Force Initiative

The Work Force Initiative sponsored year-long programs with five industries: Baxter, Colonial Rubber, Elastic Corp., Milliken and Tupperware. Customized training was also conducted for several other organizations on a short-term basis.

G.E.D. testing was provided in Hemingway for employees of Elastic Corp. Baxter's Work Force testing needs were referred to the college's ASSET program. Milliken's employees "graduated" from WFI programs and, with ASSET assessment, can enter college credit courses.

The WFI staff invested significant time in cooperation with Special Schools in conducting two Bull's-Eye Training Needs Analysis and Program Outlines at Tupperware. From the needs analysis, Tupperware expects to conduct over 100,000 contact hours of training with Williamsburg Tech.

Instruction

Over the past year, Williamsburg Tech added two new certificate programs to its curriculum. The college's industrial maintenance program was expanded to include Computer Numerical Control (CNC) equipment and a hydraulics training center. Additionally, the college responded to the requests of various agencies in the area and implemented a human services certificate program.

The college also continued to serve the Williamsburg County School District with high school vocational education programs. Courses were offered in commercial garment and apparel construction, auto mechanics, welding and cosmetology.

YORK TECHNICAL COLLEGE

National recognition, the development of a dental hygiene program, an $850,000 capital campaign for a new library and continuing education center, and the establishment of a satellite center in Western York County were key highlights of this past year at York Technical College.

The establishment of a student retention program, enhanced programming for minorities, continued articulation with other school districts and colleges, sustained development of a comprehensive Institutional Effectiveness Program, and increased services to existing, expanding and new industries in the area were among other highlights for York Tech.

National recognition came in several forms during 1990-91. The College's Women's Center received the national "Innovative Programs for Community College Women Award" from the American Association of Women in Community and Junior Colleges. The U.S. Department of Energy selected York Tech as the only technical or community college in the nation to serve as a Site Operator to provide research data on experimental electrical vehicles. The Women's Center's award was recognized in the Community College Week and the EV Program was written up in the American Association of Community and Junior Colleges Times, as well as in state and local industry and news publications.

Other national acknowledgement included recognition of The Professional Development Project at York Tech as an exemplary program. In a two-year study sponsored by the National Center for Research in Vocational Education and University of California at Berkeley, researchers at Virginia Polytechnic Institute and State University identified York Tech as one of 16 community and technical colleges of 878 studied nationwide as having an exemplary program for professional development.

The college was also chosen as the only two-year institution and one of 10 test sites nationally by the International Association for Continuing Education and Training to field test a guide for assessing curriculum. The college helped test the "Practical Guide to Assessment Plans" to determine how viable the tool would be for providers of continuing education in assessing learning outcomes.

The college was also awarded the Postsecondary Education and Handicapped Grant which serves as a replicable national demonstration model dealing with the training and job placement of learning disabled students.

Also on the national level, the Board of Review for Associate Degree Program of the National League for Nursing granted initial accreditation to the associate degree program in nursing. This national accreditation will provide more prestige to a degree from York Tech's Nursing Department. The nursing program had 39 graduates in May, 1990 with a 100 percent passage rate on the NCLEX-RN Exam.

The Medical Laboratory Technology program was reviewed by a site visit team from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) in March, 1991. The report of the visiting team listed four major areas

of strength for the program: dedicated and committed faculty, administrative support, supportive clinical affiliate faculty and staff, and college laboratory facilities. No areas of concern or recommendations were identified.

The Dental Hygiene program was evaluated in January, 1991, by the Commission on Dental Accreditation and was granted Accreditation Eligible status to admit the first class of students Fall quarter, 1991. Renovation of existing space is being done for the Dental Clinic, and the program has already developed a waiting list of potential students.

The York Technical College Foundation, Inc. accepted the challenge of raising the $850,000 needed from private sources to help build the Baxter M. Hood Continuing Education Center and the Anne Springs Close Library on campus and to maintain the critically needed $100,000 in annual student scholarship assistance. Construction on both facilities is underway and scheduled for completion in 1992.

The Hood Center will provide 40,000 square feet of space for training, meetings, workshops, classes and lectures. The 20,000-square foot library will allow for expansion of the volume collections to meet the requirements of the college's academic, technical and continuing education students. Capital campaign activities concluded in spring 1991.

The S.E. Huffman Center was established to help serve the education needs of Western York County. Many continuing education classes and some credit classes were offered at the center, located in a space provided by S.E. Huffman in Clover.

York Technical College was awarded four major grants in 1990. These award programs included Title III, Student Support Services, Postsecondary Education and the Handicapped and the Department of Energy-Site Operator program. These programs which represent approximately $1,395,000 to the college over a three year period, will strengthen the curriculum development and student tracking activities as well as the recruitment and retention priorities of the college.

York Technical College designed a computerized tracking system which provides statistical data concerning retention, allows monitoring of limited enrollment programs, provides easily accessible information to advisors for counseling and scheduling, monitors placement, and links students' requests for support services with appropriate providers. The college established procedures for reviewing the advising process and for developing an institutional retention plan. Orientation sessions were offered to all new students and a new placement test called "ASSET" is being administered to assist in retention efforts.

With help from an Access and Equity Grant, a five-week summer program called "STEP" was conducted for 20 rising minority high school seniors; students earned college credit through the program. The Student Activities Department and a Faculty/Staff Committee planned and conducted a Cross Cultural Fair this year to help orient to the students and community the similarities and differences among different cultures.

After two years of an informal partnership, the local school districts, Winthrop College and York Tech formalized a working consortium for the

Preparation for the Technologies initiative. A three-year plan has been submitted for funding.

York Tech and Winthrop have worked to improve the advising process, with Winthrop developing for York Tech students advising recommendations for each major at Winthrop. In the spring, Winthrop advisors came to York Tech to meet with potential transfer students. York Tech has continued to offer the Education Entrance Exam math remediation workshop for Winthrop students, and the success rate for these students is excellent.

York Tech and Spartanburg Tech have worked together to offer a nursing transition program for students from the Gaffney area.

Every department on campus contributed to the We Care Initiative, a comprehensive plan to enhance the college's delivery of services and the evaluation of the quality of its programs. As a part of its emphasis on quality, the college developed a strategic plan that identified strengths, weaknesses, opportunities and threats.

The Governor's Initiative for Work Force Excellence continued to assess the needs of business and industry in Chester, Lancaster and York Counties and continued to develop and implement basic skills upgrading programs. In 1990-91, 705 people in the existing work force participated in various educational programs. Thirteen business sites were served during the year by the Governor's Initiative for Work Force Excellence through the Continuing Education Department; 220 people completed job-specific program requirements and/or obtained their GED.

In addition to upgrading the skills of the existing work force, the Initiative staff coordinated the activities of the Upstate Tri-County Round Table of business and industrial leaders. As a continuation of its Seventh Grade Adoption program, the Round Table brought in Charlotte Hornets star "Muggsy Bogues" to tell seventh-graders to "stay in school." The Round Table also formed Scholarship and Mentoring Committees.

The State Tech System's Special Schools Program, through its area office located at York Technical College, helped to train 532 employees for 12 new and expanding companies in York, Chester and Lancaster Counties. Those industries were Amida Industries, Clover Corporation, Meco Metal Finishing, Sediver, A.F. Industries, Chester Shirt Co., F. Schumacher Operations, F. Schumacher Home Fashions Divisions, Teledyne, Designs Americana, Pinnacle Industries, and U.S. Textiles.

Many new continuing education programs have been developed over the past year. Among them are PLUS, a radiologic technology career development program for diagnostic imaging professionals, Workshop on Wheels for child care providers in rural areas, and a Plane Crash Firefighting" program for fire brigades in North Carolina. The PLUS program is South Carolina's first formal education program designed to meet the current and future manpower needs of area health care employers and working professionals. The first phase of this program will begin October 1991 with a Sonography Module. The WOW program for child care providers distributed learning kits and manuals designed to enhance the pre-literacy

skills of young children in five developmental stages, and provided workshops. The plane crash program offered 12 courses to fire brigades from the North Carolina Air National Guard and the City of Charlotte. These brigades have fire protection responsibilities at the Douglas International Airport in Charlotte.

The Division of Health and Human Services realized a 100 percent increase in continuing education programs for health providers in York Tech's tri-county service area during fiscal year 1990-91.

DACUMs were developed over this past year for dental hygiene, chemistry and physics. DACUM is an acronym for "Developing A Curriculum" and consists of professionals from many walks of life providing input about curriculum content. The idea of a subject specific DACUM was new, but it proved to be beneficial for structuring courses and planning course offerings. Ohio State, noted for DACUM training, has requested a write up of the procedure.

York Tech's Financial Aid Office designed a unique way to inform students about financial aid opportunities. Office personnel designed a "rap" song to perform for high school senior tour groups. The numbers of students seeking financial assistance has grown rapidly this year.

Students from 11 area high schools were given tours of the campus, which included exposure to a variety of programs in progress at York Tech.

The Student Support Services Staff developed and distributed a publication called "Teaching College Students With Disabilities" to assist faculty in their classroom work. The Learning Disabilities Program served 128 students during the first six months of last year alone. Resources and tutoring were provided to students through the program.

Approximately 150 students were able to attend York Technical College last fall through the Jobs Training Partnership Program.

In the Human Resources area, the college added 22 new white females, five black females, six black males, and eight white males.

The Industrial and Engineering Technology Division expanded its Manufacturing Lab to include a new automated assembly line with robotics for teaching. The Welding Department showed an increase in number of students with new management and courses involving fabrication.

The college is applying for a new program called Manufacturing Engineering Technology to replace Electro-Mechanical, Industrial Engineering Technology and Industrial Management Technology programs. The division made other changes as well to better serve industrial and engineering technology students. Now, the Industrial Maintenance Department includes Industrial Electricity and Industrial Mechanics; the Mechanical/Graphics Department includes Mechanical, Graphics, and Civil Engineering Technology; and the Manufacturing Department includes Industrial Management, Electro-Mechanical Engineering Technology and Machine Tool Technology.

APPENDIX A

State Board for Technical and Comprehensive Education
Degrees and Other Formal Awards
July 1989 - June 1990

Technical Colleges	Associate Degree Programs	Diploma Programs Two-Year	Diploma Programs One Year	Certificate Programs	Total Awards
Aiken	98	0	87	30	215
Chesterfield-Marlboro	58	0	8	26	92
Denmark	83	0	35	8	126
Florence-Darlington	223	0	29	3	255
Greenville	561	0	164	280	1,005
Horry-Georgetown	114	1	22	53	190
Midlands	662	0	128	137	927
Orangeburg-Calhoun	176	0	57	49	282
Piedmont	262	1	53	0	316
Spartanburg	177	0	117	37	331
Sumter	161	0	4	87	252
Tech. College of the Lowcountry	78	0	36	77	191
Tri-County	288	0	54	52	394
Trident	472	0	102	122	696
Williamsburg	31	0	3	1	35
York	232	0	97	72	401
Total All Colleges	3,676	2	996	1,034	5,708

Source: IPEDS 'Completions 1989-90' Report.
TECH Department of Planning & IRM, July 1991.

APPENDIX B

State Board for Technical and Comprehensive Education
Full-Time Equivalent Enrollments for FY 1973-74 through FY 1990-91
Technical Education Program

Technical Colleges	FY 1974	FY 1975	FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
Aiken	439	747	882	811	909	916	864	903	895
Chesterfield-Marlboro	490	719	935	659	547	483	530	555	583
Denmark	533	737	1,016	862	801	604	595	676	690
Florence-Darlington	1,278	1,953	2,427	2,010	2,165	2,365	2,238	2,269	2,190
Greenville	3,275	4,504	5,831	5,569	5,252	5,085	4,887	4,892	4,799
Horry-Georgetown	647	921	1,070	1,137	1,242	1,174	1,079	1,152	1,179
Midlands	3,927	4,721	5,341	4,832	5,353	5,082	4,827	5,090	5,391
Orangeburg-Calhoun	1,498	1,685	1,757	1,522	1,640	1,504	1,381	1,431	1,367
Piedmont	1,193	1,736	1,998	1,703	1,705	1,635	1,418	1,728	1,704
Spartanburg	1,477	1,864	2,057	1,732	1,671	1,618	1,607	1,746	1,834
Sumter	984	1,307	1,375	1,210	1,355	1,262	1,433	1,584	1,680
T. C. of the Lowcountry	593	1,004	1,171	1,086	960	947	978	1,030	883
Tri-County	1,382	2,046	2,410	2,232	2,062	2,036	1,902	2,057	2,246
Trident	2,812	3,823	5,574	5,363	5,730	5,571	4,715	4,723	5,175
Williamsburg	515	376	597	572	610	477	536	465	428
York	969	1,277	1,570	1,355	1,442	1,460	1,482	1,590	1,745
Total All Colleges	22,012	29,420	36,010	32,656	33,444	32,219	30,472	31,891	32,789

Technical Colleges	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY 1991
Aiken	893	948	875	1,036	1,092	1,154	1,202	1,312	1,426
Chesterfield-Marlboro	580	559	534	499	481	480	533	573	662
Denmark	773	767	675	726	750	728	691	698	662
Florence-Darlington	2,166	1,985	1,780	1,761	1,715	1,563	1,768	1,903	2,026
Greenville	5,527	5,066	4,892	4,833	4,828	4,648	4,800	5,587	6,212
Horry-Georgetown	1,166	1,199	1,147	1,138	1,191	1,183	1,415	1,481	1,662
Midlands	5,095	4,571	4,352	4,152	4,269	4,422	5,082	5,462	5,815
Orangeburg-Calhoun	1,238	1,315	1,133	1,136	1,155	1,112	1,150	1,266	1,406
Piedmont	1,765	1,721	1,605	1,740	1,657	1,571	1,613	1,754	1,906
Spartanburg	1,871	1,764	1,639	1,566	1,578	1,493	1,642	1,637	1,906
Sumter	1,650	1,550	1,420	1,289	1,316	1,292	1,330	1,330	1,491
T. C. of the Lowcountry	785	732	656	635	611	639	726	755	843
Tri-County	2,299	2,102	1,794	1,877	1,917	1,761	1,910	2,216	2,420
Trident	4,784	4,020	3,592	3,248	3,633	3,726	4,292	4,773	5,408
Williamsburg	377	332	290	318	278	279	293	315	368
York	1,935	1,841	1,581	1,646	1,678	1,720	1,972	2,186	2,331
Total All Colleges	32,904	30,472	27,965	27,600	28,149	27,771	30,419	33,245	36,543

Source: TECH MIS Annualized Summary Rpt. 1213 [Tech. Ed. Prog. Totals-45/CR FTE].
TECH Department of Planning & IRM, July 1990.

APPENDIX C

State Board for Technical and Comprehensive Education
Full-Time Equivalent Enrollments for FY 1973-74 through FY 1990-91
Technical Education Programs

[By Program Area]

Program Area	FY 1974	FY 1975	FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY1982
Agriculture	357	59	606	635	90	495	368	355	363
Allied Health	193	2,595	2,614	2,696	2,802	2,729	2,538	2,782	2,929
Business	6,878	9,104	11,736	10,533	10,823	10,212	9,619	9,426	9,040
Data Processing	506	671	683	601	757	948	1,150	1,394	1,946
Engineering	2,869	3,669	3,879	3,140	3,148	3,037	2,967	3,312	3,415
Industrial	7,097	9,275	10,735	9,522	9,049	8,692	7,990	8,119	7,560
Occupational	21	32	44	333	451	561	565	711	888
Public Service	1,220	1,783	2,915	2,650	2,702	2,471	2,081	2,059	1,829
Associate in Arts/Science	621	1,156	2,024	2,167	2,425	2,379	2,455	2,610	2,809
Career Development/ Undetermined	252	878	775	359	697	695	739	1,123	2,008
Total FTE	22,014	29,422	36,011	32,656	33,444	32,219	30,472	31,891	32,787

Program Area	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY 1991
Agriculture	329	307	344	271	277	301	343	349	358
Allied Health	3,396	3,565	3,330	3,354	3,733	3,615	4,350	5,190	6,210
Business	8,838	8,226	7,850	7,722	7,691	7,515	7,632	7,646	7,461
Data Processing	2,235	2,414	2,044	1,831	1,825	1,798	2,051	2,276	2,368
Engineering	3,329	2,954	2,733	2,649	2,510	2,369	2,516	2,674	2,668
Industrial	7,168	6,242	5,439	4,942	4,952	4,428	4,543	4,602	4,737
Occupational	816	666	463	498	407	447	382	305	331
Public Service	1,504	1,220	1,113	1,321	1,547	1,589	1,786	1,913	2,038
Associate in Arts/Science	2,953	2,621	2,568	2,500	2,688	2,940	3,806	4,921	6,808
Career Development/ Undetermined	2,336	2,256	2,082	2,512	2,519	2,768	3,009	3,369	3,564
Total FTE	32,904	30,471	27,966	27,600	28,149	27,770	30,418	33,246	36,543

Source: TECH MIS Annualized Summary Enrollment Report #1226 (45/CR FTE).
TECH Department of Planning & IRM, Aug. 1991.

APPENDIX D

State Board for Technical and Comprehensive Education
Annualized Unduplicated Headcount Enrollment
All Programs 1961 - 1991

Fiscal Year	Technical College Enrollments	Special Schools Completions	Total
1961-62	0	475	475
1962-63	1,122	2,190	3,312
1963-64	11,867	2,785	14,652
1964-65	18,659	2,824	21,483
1965-66	32,967	5,044	38,011
1966-67	37,046	5,704	42,750
1967-68	42,146	4,081	46,227
1968-69	59,817	4,419	64,236
1969-70	79,001	4,534	83,535
1970-71	81,415	3,804	85,219
1971-72	81,486	5,403	86,889
1972-73	104,638	5,054	109,692
1973-74	93,650	3,759	97,409
1974-75	111,541	2,902	114,443
1975-76	115,825	2,622	118,447
1976-77	122,121	2,826	124,947
1977-78	142,058	1,725	143,783
1978-79	145,168	2,580	147,748
1979-80	154,158	3,545	157,703
1980-81	162,602	3,793	166,395
1981-82	164,503	4,708	169,211
1982-83	154,276	4,967	159,243
1983-84	155,127	5,331	160,458
1984-85	176,046	6,331	182,377
1985-86	171,460	5,078	176,538
1986-87	158,000	5,130	163,130
1987-88	156,403	9,614	166,017
1988-89	168,189	9,226	177,415
1989-90	178,012	6,735	184,747
1990-91	198,492	4,516	203,008

Note: Includes enrollments and participants in Technical Education Programs, Continuing Education Programs, Community Service activities, Restricted State and Federal Program.

Source: TECH MIS Annualized Summary Reports; TECH Division of Economic Development. TECH Department of Planning & IRM, July 1991.

APPENDIX E

State Board for Technical and Comprehensive Education
Opening Fall Quarter Headcount Enrollment
Technical Education Program

Technical Colleges	Fall 1977	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989	Fall 1990
Aiken	1,103	1,093	1,076	1,269	1,040	1,023	1,201	1,032	1,242	1,328	1,497	1,489	1,696	1,903
Chesterfield-Marlboro	579	551	646	585	644	664	613	602	608	619	683	731	692	852
Denmark	791	565	586	668	601	738	767	657	648	689	720	699	708	617
Florence-Darlington	2,253	2,284	2,308	2,233	2,302	2,324	2,174	1,986	1,971	1,900	1,722	1,875	2,214	2,324
Greenville	6,474	6,038	5,551	5,822	5,785	6,174	5,953	6,007	5,812	5,855	6,017	6,135	7,284	7,917
Horry-Georgetown	1,491	1,209	1,309	1,465	1,411	1,302	1,305	1,304	1,305	1,468	1,405	1,661	1,726	1,984
Midlands	5,592	5,458	5,431	5,414	6,008	5,943	4,967	4,980	4,720	5,050	5,240	6,082	6,954	7,546
Orangeburg-Calhoun	1,495	1,425	1,369	1,455	1,467	1,408	1,487	1,307	1,298	1,285	1,194	1,149	1,420	1,506
Piedmont	1,745	1,725	1,469	1,773	1,638	1,709	1,724	1,580	1,752	1,615	1,668	1,745	2,066	2,144
Spartanburg	1,785	1,861	1,875	1,931	1,896	2,052	1,813	1,653	1,757	1,702	1,663	1,725	1,966	2,276
Sumter	1,315	1,415	1,636	1,690	1,729	1,787	1,716	1,620	1,661	1,714	1,627	1,564	1,763	1,929
T.C. of the Lowcountry	930	941	1,086	1,185	1,078	1,042	1,072	1,033	1,034	979	916	950	1,112	1,210
Tri-County	2,454	2,372	2,119	2,353	2,398	2,615	2,405	2,162	2,334	2,379	2,220	2,327	2,705	2,935
Trident	5,246	5,615	5,779	5,619	6,392	6,151	5,105	4,685	4,514	5,241	5,350	5,594	6,455	6,939
Williamsburg	535	541	546	503	433	385	427	357	423	357	396	402	441	503
York	1,453	1,489	1,655	1,788	1,920	2,189	2,236	1,898	1,982	2,125	2,204	2,585	2,833	2,924
Total All Colleges	35,241	34,582	34,441	35,753	36,742	37,506	34,965	32,863	33,061	34,306	34,522	36,713	42,035	45,509

Note: Opening Fall Headcount Enrollment based on HEGIS/IPEDS Fall Enrollment Supplement Reports.
TECH Planning & IRM, July 1991.

APPENDIX F

State Board for Technical and Comprehensive Education
Fall Quarter 1990 Headcount Enrollment by Classification and Sex

	*** Full-Time Students ***				*** Part-Time Students ***				Unclassified		
	First Year		Second Year		First Year		Second Year				
Technical Colleges	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
Aiken	261	358	56	65	382	461	60	64	76	120	1,903
Chesterfield-Marlboro	73	155	22	27	170	253	25	46	39	42	852
Denmark	188	235	41	72	19	31	13	10	5	3	617
Florence-Darlington	330	572	105	144	195	551	81	240	41	65	2,324
Greenville	1,451	1,599	250	283	1,137	1,640	226	389	305	637	7,917
Horry-Georgetown	419	430	150	122	184	317	70	88	84	120	1,984
Midlands	1,248	1,703	278	597	1,180	1,776	223	358	65	118	7,546
Orangeburg-Calhoun	226	478	73	110	120	358	29	81	5	26	1,506
Piedmont	396	470	124	165	296	363	123	152	25	30	2,144
Spartanburg	428	525	108	88	410	509	102	57	18	31	2,276
Sumter	206	526	57	69	303	445	40	70	120	93	1,929
T.C. of the Lowcountry	33	150	54	174	142	269	124	264	0	0	1,210
Tri-County	668	639	239	223	313	454	90	106	93	110	2,935
Trident	687	1,169	239	424	723	1,268	249	461	777	942	6,939
Williamsburg	27	113	6	17	48	201	14	14	7	56	503
York	526	729	97	228	384	436	88	153	172	111	2,924
Total All Colleges	7,167	9,851	1,899	2,808	6,006	9,332	1,557	2,553	1,832	2,504	45,509

Source: 1990 IPEDS Fall Enrollment Supplement.
TECH Planning & IRM, July 1991.

APPENDIX G

State Board for Technical and Comprehensive Education
Annualized Unduplicated Headcount Enrollment in Technical College Programs
FY 1978 through FY 1991

Technical Colleges	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY1991
Aiken	3,804	3,453	3,281	3,681	3,504	4,198	4,258	4,198	5,291	5,378	6,492	5,984	5,867	6,456
Chesterfield-Marlboro	3,136	5,165	5,823	6,249	4,790	4,326	3,930	4,261	3,021	2,706	3,405	3,823	4,094	4,938
Denmark	1,450	1,170	849	913	914	1,202	1,474	1,070	1,328	1,018	1,149	1,250	1,336	1,419
Florence-Darlington	11,173	9,775	9,567	11,486	9,253	9,663	8,628	9,464	9,486	7,003	6,570	6,397	7,034	6,923
Greenville	21,639	22,910	28,185	29,941	30,758	21,760	19,619	38,414	34,423	32,010	32,112	37,289	36,295	39,235
Horry-Georgetown	3,356	3,646	4,798	5,275	5,634	6,165	6,715	7,226	5,929	6,375	7,605	9,079	9,630	11,000
Midlands	14,797	16,547	16,636	18,567	21,713	20,064	17,424	17,330	19,658	19,350	19,670	21,293	25,204	29,880
Orangeburg-Calhoun	7,792	7,337	9,009	6,706	6,788	7,081	5,951	6,210	5,522	5,192	5,865	5,689	6,025	5,758
Piedmont	10,102	10,790	11,755	11,280	11,556	12,609	15,771	13,599	13,725	14,337	14,848	13,909	13,306	13,552
Spartanburg	8,076	7,664	7,129	6,507	6,560	6,446	6,121	6,785	8,114	7,954	7,531	7,331	8,482	10,898
Sumter	6,108	6,177	6,825	8,418	6,865	7,569	9,002	11,114	11,838	8,964	8,634	10,553	11,624	11,356
T.C. of the Lowcountry	2,859	3,530	3,877	4,219	4,303	3,564	4,336	4,408	3,934	3,507	3,931	3,728	4,199	4,582
Tri-County	15,090	13,694	13,123	16,134	16,776	16,434	19,098	17,413	17,725	13,745	13,638	13,992	15,548	18,283
Trident	16,030	16,321	16,924	16,910	18,199	16,765	16,181	15,990	15,185	15,860	16,591	17,759	18,750	23,166
Williamsburg	2,845	2,676	2,357	2,027	2,603	3,051	1,726	1,549	1,653	1,409	1,547	1,785	1,703	1,779
York	4,836	4,999	4,898	5,348	6,189	5,724	5,320	5,727	7,328	7,192	6,815	8,328	8,915	9,267
Special Schools Programs	1,725	2,580	3,545	3,793	4,708	4,967	5,331	6,331	5,078	5,130	9,614	9,226	6,735	4,516
JTPA Programs [2]	5,600	5,860	5,563	5,058	4,350	4,475	4,850	5,550	7,300	6,000	-NA-	-NA-	-NA-	-NA-
S.C. Fire Academy Programs [2]	3,365	3,454	3,559	3,883	3,748	3,180	4,723	5,738	-NA-	-NA-	-NA-	-NA-	-NA-	-NA-
Total All Colleges [1]	143,783	147,748	157,703	166,395	169,211	159,243	160,458	182,377	176,538	163,130	166,017	177,415	184,747	203,008

Note 1: Includes enrollments and participants in Technical Education Programs, Continuing Education Programs, Community Service activities, Restricted State and Federal Programs.

Note 2: Program administration responsibility moved to other agencies.

APPENDIX H

State Board for Technical and Comprehensive Education
Technical Education Program - Annual Enrollment
Student Characteristics

	FY 1985		FY 1986		FY 1987		FY 1988		FY 1989		FY 1990		FY 1991	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
I. Classification														
First Year	34,140	65.0%	36,738	68.4%	39,083	70.8%	39,212	69.6%	44,075	71.2%	48,345	71.5%	52,425	71.2%
Second Year	18,360	35.0%	16,988	31.6%	16,083	29.2%	17,129	30.4%	17,785	28.8%	19,233	28.5%	21,254	28.8%
Unclassified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%0	0	0.0%
II. Ethnic Group														
Black	13,001	24.8%	13,377	24.9%	13,687	24.8%	13,644	24.2%	14,416	23.3%	15,430	22.8%	17,017	23.1%
White	37,194	70.8%	38,263	71.2%	39,366	71.4%	40,659	72.2%	44,828	72.5%	49,393	73.1%	53,757	73.0%
Other	1,081	2.1%	1,016	1.9%	1,502	2.7%	1,123	2.0%	1,329	2.1%	1,465	2.2%	1,557	2.1%
Not Specified	1,224	2.3%	1,070	2.0%	611	1.1%	915	1.6%	1,287	2.1%	1,290	1.9%	1,347	1.8%
III. Sex														
Male	25,051	47.7%	25,045	46.6%	24,908	45.2%	25,256	44.8%	26,663	43.1%	28,693	42.5%	30,322	41.2%
Female	27,449	52.3%	28,681	53.4%	30,258	54.8%	31,027	55.1%	35,101	56.7%	38,843	57.5%	43,306	58.8%
Not Specified	0	0.0%	0	0.0%	0	0.0%	58	0.1%	96	0.2%	42	0.1%	51	0.1%
Total Students	52,500	100.0%	53,726	100.0%	55,166	100.0%	56,341	100.0%	61,860	100.0%	67,578	100.0%	73,679	100.0%

Source: TECH MIS 1990-91 Annualized Enrollment Rpt. #1207, 'Student Characteristics' for Technical Education Programs.

APPENDIX I

State Board for Technical and Comprehensive Education
Annual Unduplicated Headcount Enrollment by County
Technical Education Program
FY 1990-91

COUNTY	ENROLLMENT	COUNTY	ENROLLMENT
Greenville	9,645	Abbeville	464
Richland	7,027	Clarendon	418
Charleston	6,645	Newberry	414
Lexington	3,899	Bamberg	371
Spartanburg	3,869	Cherokee	367
York	3,195	Marion	347
Berkeley	3,137	Dillon	323
Anderson	3,037	Colleton	314
Aiken	2,610	Fairfield	297
Sumter	2,560	Calhoun	282
Pickens	2,300	Union	282
Horry	2,156	Barnwell	266
Florence	1,971	Lee	239
Beaufort	1,961	Hampton	220
Dorchester	1,893	Saluda	213
Orangeburg	1,847	McCormick	206
Greenwood	1,563	Edgefield	197
Oconee	1,293	Jasper	177
Chesterfield	959	Allendale	92
Laurens	845		
Williamsburg	815	Unknown	216
Darlington	799		
Georgetown	693	Out of State	788
Marlboro	655	Foreign	141
Lancaster	616		
Chester	535		
Kershaw	520		
		Total	73,679

Source: TECH MIS - Unduplicated Headcount Enrollment by County, FY 1991.
TECH Planning & IRM, July 1991.

APPENDIX J

State Board for Technical and Comprehensive Education
Percentage of 17 to 44 Age Population Served
Technical Program FY 1991

Technical Colleges	Number of Students Attending From Respective Service Area	Service Area 18 to 64 Age Population [1990 Population]	Percentage of 18 to 64 Age Population Served	Students attending TECH College from Outside Service Area		Students County of Residence Not Identified		Total
				Number	Percent	Number	Percent	
Aiken	2,547	52,290	4.9%	610	19.3%	0	0.0%	3,157
Chesterfield-Marlboro	1,456	40,027	3.6%	36	2.4%	0	0.0%	1,492
Denmark	390	20,812	1.9%	553	58.6%	0	0.0%	943
Florence-Darlington	2,650	89,355	3.0%	756	22.2%	7	0.2%	3,413
Greenville	9,507	144,302	6.6%	3,800	28.5%	6	0.0%	13,313
Horry-Georgetown	2,615	82,439	3.2%	353	11.5%	114	3.7%	3,082
Midlands	10,961	235,182	4.7%	732	6.3%	0	0.0%	11,693
Orangeburg-Calhoun	1,903	41,755	4.6%	463	19.6%	0	0.0%	2,366
Piedmont	3,132	91,866	3.4%	43	1.4%	3	0.1%	3,178
Spartanburg	3,471	130,902	2.7%	113	3.2%	2	0.1%	3,586
Sumter	3,166	86,038	3.7%	92	2.8%	4	0.1%	3,262
T.C. of the Lowcountry	2,310	67,909	3.4%	88	3.7%	12	0.5%	2,410
Tri-County	4,321	131,226	3.3%	207	4.6%	3	0.1%	4,531
Trident	11,470	248,833	4.6%	322	2.7%	65	0.5%	11,857
Williamsburg	655	14,740	4.4%	300	31.4%	0	0.0%	955
York	4,289	96,164	4.5%	152	3.4%	0	0.0%	4,441
Total All Colleges	64,843	1,573,840	4.1%	8,620	11.7%	216	0.3%	73,679

Note: Population Projections based on 1990 Census Data provided by the Division of Research & Statistical Services.
Technical Education Program - TECH MIS Annualized Undup. Headcount by County (Rpt. #1224).

TECHNICAL EDUCATION INSTITUTIONS
CURRENT FUND UNRESTRICTED REVENUES
AND PROGRAM EXPENDITURES
FISCAL YEAR 1989-90

		% of Education and General
Revenues		
Educational and General		
Student Fees	30,625,715	20.55%
County Allocation	16,621,468	11.15%
State Operating Allocation	91,280,986	61.26%
State Procured Equipment	4,679,444	3.14%
Other	5,801,422	3.89%
Total Education and General	149,009,035	100.00%
Auxiliary Enterprises	14,233,191	
Short Term and Innovative Training	963,782	
Missing & Exploited Children	99,915	
Early Child Care Resource Center	13,594	
	164,319,517	
Program Expenditures		
Educational and General		
Instruction	58,394,402	38.69%
Academic and Student Support	23,104,175	15.31%
Plant Operations and Maintenance	14,636,284	9.70%
Employer Contributions	17,418,308	11.54%
Administrative and General	27,091,838	17.95%
Capitol Acquisitions/Transfers	5,606,102	3.71%
State Procurement Equipment	4,679,444	3.10%
Total Educational and General	150,930,553	100.00%
Auxiliary Enterprises	12,311,673	
Short Term & Innovative Training	963,782	
Missing & Exploited Children	99,915	
Early Child Care Resource Center	13,594	
Total Program Expenditures	164,319,517	

Instructional Cost:	Cost Per FTE/CEU
Technical Education Programs	$3,494.52
Continuing Education Programs	$60.35
Secondary Vocational Programs	$63.33
Community Service Programs	$48.02

Source: Audited Data
Prepared: 2/11/91 to update Appendix "M" - Annual Report 1989/90

STATE BOARD FOR TECHNICAL & COMPREHENSIVE EDUCATION
STATEMENT OF FUND SOURCES AND CURRENT FUND EXPENDITURES
Fiscal Year 1989-90

Source of Funds			
Current Unrestricted Funds			
State Appropriations		107,808,408	
Federal Funds		1,286,365	
Student Fees		30,625,715	
County Appropriation		16,621,468	
Auxiliary Enterprises		14,233,191	
Other		5,093,983	
Total Unrestricted Source of Funds			175,669,130
Current Restricted Funds			
Federal			
Job Training Partnership		5,608,678	
Other Federal Grants Budgeted		8,084,385	
Student Financial Aid		13,843,415	
		27,536,478	
State		1,827,607	
Other		348,973	
Total Restricted Source of Funds			29,713,058
Current Unrestricted Fund Expenditures			
I. Administrative			
Personal Service		1,875,848	
Other Operating Expense		628,552	
Equipment		3,180	
Employer Contributions		359,785	
Total Administrative			2,867,365
II. Tech Education Institutions' Operation			
A-Institutions			
Personal Service	93,194,178		
Other Operating Expense	42,344,194		
Transfers/Equipment	10,285,546		
Employer Contributions	18,089,862		
Total Institutions		163,913,780	
B-Central Data Processing			
Personal Service	495,954		
Other Operating Expenses	450,778		
Equipment	57,220		
Employer Contributions	101,754		
Total Central Data Processing		1,105,706	

C-Innovative Tech Training				
Personal Service	19,915			
Other Operating Expense	47,976			
Equipment	2,414			
Employer Contributions	5,830			
Total Innovative Tech Training		76,135		
D-Retraining, Missing Bureau and Short Term & Innovative Training	963,783			
Missing and Exploited Children	99,915			
Quarter/Semester Conversion	62,512			
Literacy Association	22,726			
Early Child Care Resource Center	13,594			
Total Retraining and Special Programs		1,162,530		
Total Tech Education Institution Operation			166,258,151	
III. Economic Development				
Personal Service		3,733,483		
Other Operating Expense		1,776,262		
Equipment		573,205		
Employer Contributions		460,664		
Total Economic Development			6,543,614	
Total Current Unrest. Fund Expenditures				175,669,130
Current Restricted Fund Expenditures				
Federal				
Job Training Partnership Act		5,608,678		
Other Federal Grants Budgeted		8,084,385		
Student Financial Aid		13,843,415		
			27,536,478	
State			1,827,607	
Other			348,973	
Total Restricted Fund Expenditures				29,713,058

Source: Audited Data
Prepared (2/11/90) to Update Annual Report 1989-90

PROGRAMS CANCELLED 1989-90

Cluster Code	Level	Program Title	College	Status	Curr Code
*BUS	DEGREE	SECRETARIAL SCIENCE	GREENVILLE	CANC1	35005
ENGR	DEGREE	AUTOMATED MANUFACTURING TECHNO	GREENVILLE	CANC1	35343
ENGR	DEGREE	ELECTRICAL ENGINEERING TECHNOL	MIDLANDS	CANC1	35363
ENGR	DEGREE	GENERAL ENGINEERING TECHNOLOGY	MIDLANDS	CANC1	35301
ENGR	DEGREE	INDUSTRIAL ENGINEERING TECHNOL	GREENVILLE	CANC1	35312
ENGR	DEGREE	PROCESS CONTROL/INSTRUMENTATION	GREENVILLE	CANC1	35323
IND	DEGREE	HEAT-VENT-AIR CONDITIONING	GREENVILLE	CANC1	35390
IND	DEGREE	INDUSTRIAL MANAGEMT TECHNOLOGY	SPARTANBURG	CANC1	35031
IND	DIPLOMA	AIR COND/REFRIG MECH	TEC CO OF LOWCOUNTRY	CANC1	15390
IND	DIPLOMA	AIR COND/REFRIG MECH	SPARTANBURG	CANC1	15390
IND	DIPLOMA	AUTOMOTIVE MECHANICS	SPARTANBURG	CANC1	15330
IND	DIPLOMA	ELECTRONICS TECHNOLOGY	MIDLANDS	CANC1	15361
IND	DIPLOMA	INDUSTRIAL ELECTRICITY/ELECTRO	TEC CO OF LOWCOUNTRY	CANC1	15373
IND	DIPLOMA	INDUSTRIAL ELECTRICITY/ELECTRO	GREENVILLE	CANC1	15373
IND	DIPLOMA	INDUSTRIAL MECHANICS	CHESTERFIELD-MARLBORO	CANC1	15372

* Program name has been changed to Office Systems Technology. Office Systems Technology, Curr. Code 35007, 1989-90 Status--Good, at Greenville Technical College.

Note: STBCE policies and procedures allow for programs to be phased out when new technology or changing economic conditions render them obsolete. This flexibility allows the colleges and the system to reset priorities and allocate resources to insure effective delivery of instructions to meet the most pressing needs of the technical colleges and the employers and students they serve.

ASSOCIATE DEGREE AND DIPLOMA PROGRAMS OFFERED

AREAS OF STUDY

Associate degree programs are two years in length. Diploma programs are one year in length. For further information, contact your local technical college.

▲ - ASSOCIATE DEGREE programs

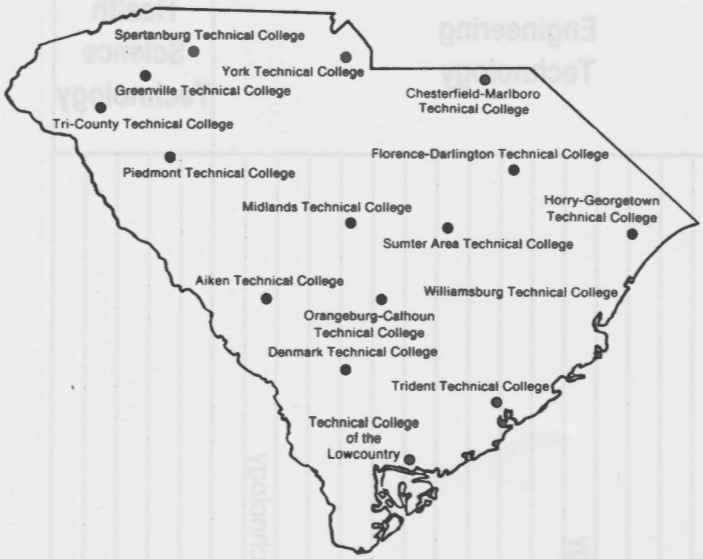
● - DIPLOMA programs

		Agricultural Technology						Arts and Sciences		Business Technology										
	Resident Full-Time Fees	Forest Products Technology	Forestry Management Technology	Golf Course Management	Horticultural Technology	Natural Resources Management Technology	Parks Operation	Associate in Arts	Associate in Science	Accounting	Automated Office	Banking and Finance	Cosmetology	Court Reporting	Culinary Arts	Culinary Arts Technology	Fashion Merchandising	Fashion and Tailoring Technology	Food Service Management
Aiken Technical College	$190.00							▲	▲	▲									
Chesterfield-Marlboro Technical College	$225.00							▲	▲	▲	●								
Denmark Technical College	$215.00							▲	▲	▲			●		●			▲	
Florence-Darlington Technical College	$300.00							▲	▲	▲							●		
Greenville Technical College	$249.96							▲	▲	▲									▲
Horry-Georgetown Technical College	$300.00		▲	▲			▲	▲	▲							▲			
Midlands Technical College *	$300.00							▲	▲	▲		▲		▲					
Orangeburg-Calhoun Technical College	$225.00	▲						▲	▲	▲									
Piedmont Technical College ***	$297.86							▲	▲		●								
Spartanburg Technical College	$200.00				▲			▲	▲	▲									
Sumter Area Technical College **	$235.00					▲		▲	▲	▲									
Tech. College of the Lowcountry	$285.00				▲			▲	▲				●						
Tri-County Technical College	$250.00							▲	▲	▲									
Trident Technical College	$270.00				▲			▲	▲	▲			●			▲			
Williamsburg Technical College	$200.00							▲	▲				●						
York Technical College	$205.00							▲	▲	▲									

AT SOUTH CAROLINA'S SIXTEEN TECHNICAL COLLEGES

Business Technology	General Business	▶	▶	▶		▶			▶	▶		▶			▶	▶	
	General Office	●	●	●	●	●	●	●	●	●		●	●	●	●		●
	Health Care Secretary													●			
	Hotel/Motel/Restaurant Management			▶		▶						▶					
	Management	▶		▶	▶		▶	▶			▶		▶				▶
	Marketing			▶	▶		▶	▶	▶		▶		▶	▶			▶
	Materials Management												▶				
	Office Systems Technology	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
	Secretarial Science/Medical Secretary Option							▶									
	Small Business Management													▶			
	Stenography				●							●				●	●
Computer Technology	Computer Data Processing Assistant											●					
	Computer Operations							●									
	Computer Technology	▶		▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
	Telecommunication Systems Management										▶						
Engineering Technology	Architectural Engineering Technology										▶		▶				
	Automated Manufacturing Technology			▶	▶				▶				▶				
	Chemical Engineering Technology			▶													
	Civil Engineering Technology	▶		▶			▶	▶			▶	▶		▶			
	Computer Engineering Technology	▶													▶		▶
	Construction Engineering Technology												▶				
	Electrical Engineering Technology										▶						
	Electro-Mechanical Engineering Technology	▶															▶
	Electronics Engineering Technology	▶		▶	▶		▶	▶	▶	▶	▶	▶	▶	▶	▶		▶
	Engineering Graphics	●			●		●	●					●				
	Engineering Graphics Technology	▶			▶		▶	▶	▶	▶	▶		▶	▶			
	Environmental Engineering Technology						▶										
	General Engineering Technology	▶			▶			▶	▶		▶						
	Industrial Engineering Technology	▶							▶				▶				
	Manufacturing Engineering Technology												▶				
	Mechanical Engineering Technology	▶		▶				▶		▶	▶		▶				
	Nuclear Engineering Technology																▶
	Process Control/Instrumentation Engr. Technology												▶				
	Quality Assurance Technology				▶					▶							
Health Science Technology	Dental Assisting	●		●	●			●			●		●	●			●
	Dental Hygiene	▶		▶				▶			▶		▶	▶			
	Emergency Medical Technology								▶				▶				
	Medical Assistant Technology								▶								
	Medical Assisting			●													

Associate Degree And Diploma Programs Offered



▲ - ASSOCIATE DEGREE programs

● - DIPLOMA programs

	Health Science Technology															Industrial Technology		
	Medical Lab Office Assistant	Medical Laboratory Technology	Medical Records Technology	Nursing (ADN)	Nursing (PN)	Occupational Therapy Assistant Technology	Optometric Technology	Pharmacy Technician	Physical Therapist Assistant	Radiologic Technology	Respiratory Therapy	Respiratory Therapy Technician	Surgical Technology	Veterinary Technology	Air Conditioning/Refrigeration Mechanic	Aircraft Maintenance Technology	Auto Body Repair
Aiken Technical College					●										●		
Chesterfield-Marlboro Technical College															●		
Denmark Technical College																	
Florence-Darlington Technical College		▲	▲	▲	●					▲	▲	●	●			▲	
Greenville Technical College		▲		▲	●		▲		▲	▲	▲	●	●		●	▲	●
Horry-Georgetown Technical College				▲	●					▲					●		
Midlands Technical College		▲	▲	▲	●			●		▲	▲	●	●		●		
Orangeburg-Calhoun Technical College	●	▲		▲	●					▲		●			●		
Piedmont Technical College				▲	●					▲		●	●		●		
Spartanburg Technical College		▲			●					▲	▲	●	●		●		
Sumter Area Technical College				▲									●				
Tech. College of the Lowcountry				▲	●										●		●
Tri-County Technical College		▲		▲	●								●	▲	●		
Trident Technical College		▲		▲	●	▲			▲	▲	▲				●	▲	
Williamsburg Technical College																	
York Technical College		▲		▲						▲		●	●		●		

At South Carolina's Sixteen Technical Colleges

Industrial Technology	Automotive Body Technology														▶		
	Automotive Mechanics	●		●				●	●	●		●				●	●
	Automotive Technology	▶				▶	▶	▶	▶	▶		▶	▶	▶	▶	▶	▶
	Barbering														●		
	Building Construction Technology					▶			▶						▶		
	Carpentry								●				●				
	Chemical Lab Assistant																●
	Commercial Graphics			▶							▶						
	Computer Electronics Technology												▶				
	Diesel Equipment Mechanics	●		●						●	●		●				
	Electronic Instrumentation Technology									▶							
	Electronics Technology (Associate Degree)						▶				▶	▶			▶		
	Electronics Technology (Diploma)										●						
	Graphics Communication										●						
	Heating, Ventilation, Air Conditioning Technology				▶	▶	▶	▶	▶		▶	▶	▶	▶	▶	▶	
	Industrial Drafting			●								●					●
	Industrial Electricity/Electronics	●		●		●	●		●	●	●		●	●	●	●	●
	Industrial Electronics Technology				▶	▶		▶	▶	▶			▶			▶	
	Industrial Electronics Tech. Auto. Mfg. Option							▶									
	Industrial Management Technology	▶						▶									
	Industrial Mechanics	●			●		●	●	●	●			●	●		●	●
	Industrial Mechanics Technology						▶										
	Machine Tool	●		●	●		●	●	●	●	●	●	●	●	●	●	●
	Machine Tool Technology			▶	▶		▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
	Nuclear Service Technology							▶									
	Radio and Television Broadcasting				▶												
	Telecommunications Electronic Technology												▶				
	Teleproduction Technology	●															
	Textile Management Technology				▶			▶									
	Welding	●		●	●			●	●	●			●	●	●	●	●
	Welding Technology																▶
Occupational Technology	General Technology	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶	▶
	Vocational Technical Education	▶		▶	▶		▶	▶	▶	▶	▶	▶	▶	▶		▶	▶
Public Service Technology	Child Care Assistant							●									
	Child Development Assistant	●		●	●		●	●							●		●
	Criminal Justice Technology			▶	▶	▶	▶		▶	▶	▶	▶	▶	▶	▶		
	Direct Care Specialist													●			
	Human Services								▶		▶			▶	▶		▶
	Legal Assistant/Paralegal			▶		▶					▶		▶	▶			

EMPLOYMENT REVITALIZATION ACT

The Employment Revitalization ACT (ERA), Section 13, states that "each state agency offering vocational, technical, occupational, or adult basic and adult secondary education program shall include in its annual report at least the following." Three of the items listed require a response on effectiveness. They are:

(5) the effectiveness of coordination efforts among education and training entities;

(6) the effectiveness of articulation efforts with other education and training entities;

(7) the effectiveness of the coordination of the training or education program to economic development efforts in each area of the State and the State as a whole:

A survey form was sent to each of the 16 technical college's chief instructional officers regarding ERA activities. Following are the results of this survey:

1. Memoranda of Agreements exists with 172 secondary institutions (career centers, vocational centers, comprehensive high schools).
2. The chief instructional officers rated the level of effectiveness with this scale:
   1 through 4 (1 = not at all effective, 2 = effective, and 4 = very effective).

The mean responses were:

3.0 Effectiveness of coordination efforts among education and training entities.

3.3 Effectiveness of articulation efforts with other education and training entities.

3.5 Effectiveness of the coordination of the training or education program to economic development efforts.

It can be concluded that in the opinion of the chief instructional officers, the ERA efforts in these areas are effective. Written comments by the respondents confirm this conclusion.

PLACEMENT DATA

The following information based on the 1989-90 academic year is submitted for the ERA regarding placement data;

Section 13 (2) Tech Ed Program Completion/Placement Data

1990 Degree Graduates: 3,923:

Of the 3,923 graduates, 3,744 (95%) were available for employment or to continue their education. Of those available, 2,723 (73%) were employed in fields for which they were trained and 392 (10%) continued their education. 3,115 (83%) of those available were either employed or were continuing their education.

1990 Diploma Graduates: 1,004:

Of the 1,004 graduates, 970 (96%) were available for employment or to continue their education. Of those available, 805 (83%) were employed in fields for which they were trained, 62 (6%) continued their education. 867 (89%) of those available were either employed or were continuing their education.

1990 Certificate Graduates: 1,546:

Of the 1,546 graduates, 1,357 (87%) were available for employment or to continue their education. Of those available, 881 (65%) were employed in jobs for which they were trained, 235 (17%) continued their education. Of those available, 1,116 (82%) were either employed or were continuing their education.

Section 13 (3) New Program/Job Needs Assessment:

One diploma program and four degree programs were approved between June 30, 1990 and July 1, 1991:

Level	Program	College	Projected Full-Time Job Openings for One Year
Diploma	Surgical Technology	Sumter Area	14
Degree	Nursing ADN	Horry-Georgetown	41
Degree	Electronics Engineering Technology	Orangeburg-Calhoun	33
Degree	Dental Hygiene	Spartanburg	36
Degree	Textile Management	Spartanburg	51
Degree	General Business	TCL (Hilton Head College Center)	255

Note: Additional part-time positions have been identified in most areas.

Section 13 (4) Programs Discontinued

During the reporting period 1989-90, there were 163 diploma programs active. Of these, 7 (4%) were cancelled. There were 302 degree programs active. Of these, 8 (2%) were cancelled. Of the 267 certificate programs reported, 5 (2%) programs were cancelled. The policies and procedures allow for programs to be phased out when new technology or changing economic conditions render them obsolete. This flexibility allows the colleges and the system to reset priorities and allocate resources to insure effective delivery of instructions to meet the most pressing needs of the technical colleges and the employers and students they serve.

Section 13 (9) Satisfaction/Earnings

GRADUATES

There were 6,473 graduates of all programs during the reporting period of 1989-90. Graduates were included in a survey in order to determine employer satisfaction with employee performance. Also, salary consideration questions were included in the survey.*

EMPLOYER SATISFACTION**

Of the graduates surveyed, 1,416 responded to employer satisfaction.

Above average	793 (56%)
Average	564 (40%)
Below average	59 (4%)

EARNINGS

Mean beginning yearly wage: $16,649.07

Beginning yearly salary range:	From:	$6,7200.00
	To:	$45,000.00***

* Denmark Technical College did not submit data for this portion of the report.

** Florence-Darlington Technical College did not submit data for the employer satisfaction portion.

*** Reported by Midlands Technical College.

COOPERATIVE EDUCATION*

There were 856 students participating in cooperative education during the reporting period. Cooperative Education students were included in a survey in order to determine employer satisfaction with employee performance. 443 (51%) responded to the survey. Also, salary consideration questions were included in the survey.

The following was shown by the survey:

EMPLOYER SATISFACTION

Above average	335	(76%)
Average	105	(24%)
Below average	3	(.07%)

EARNINGS

Mean hourly wage: $7.14

Beginning hourly rage:	From:	$3.85
	To:	$16.35**

* Denmark Technical College did not submit data for this report. Seven colleges reported not having a cooperative education program: Chesterfield-Marlboro, Florence-Darlington, Midlands, Spartanburg, Technical College of the Lowcountry, Williamsburg and York.

** Reported by Greenville Technical College.

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